

DOCUMENT RESUME

ED 327 527

SP 032 860

TITLE Health Curriculum Guide. Grade 2. Bulletin 1988, No. 50.

INSTITUTION Alabama State Dept. of Education, Montgomery.

PUB DATE 88

NOTE 129p.; For related documents, see SP 032 858-867; for Alabama Health Education Course of Study, see SP 032 837.

PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC06 Plus Postage.

DESCRIPTORS *Class Activities; Curriculum Development; Emotional Development; *Grade 2; *Health Education; Hygiene; *Individual Development; Individual Differences; *Interpersonal Relationship; Nutrition; Physical Fitness; Primary Education; *Safety; State Curriculum Guides; Teaching Guides

IDENTIFIERS Alabama

ABSTRACT

This curriculum guide supplements the Alabama "Health Education Course of Study," which offers a comprehensive planned sequential curriculum for grades K-12. The largest section of the guide consists of classroom activities which are tied to specific student outcomes. A list of materials needed to carry out the activities is provided. The activities are organized into units, each of which begins with "notes to the teacher" that identify topics covered in the unit and convey information important for carrying out the activities. A list of "outcomes" summarizes the requirements from the Alabama "Health Education Course of Study" and provides guidance for additional activities which may need to be written. The final section contains teaching materials which are referenced in the activities and are essential to implementing the activities. The topics covered are: Myself and Others; Growth and Development; Family, School, and Community; Health Practices; Safety Practices; Helpful and Harmful Creatures; and Choices. (JD)

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INTRODUCTION

The Health Curriculum Guides consist of ten documents, one for each grade K-8 and one for the required high school course (one-half unit). The purpose of these curriculum guides is to help classroom teachers implement the Health Education Course of Study (Bulletin 1988, No. 25).

The Health Curriculum Guides are supplemental in nature; activities do not cover topics in an exhaustive manner. Consequently, teachers can most effectively use the guides by choosing activities that supplement a locally-planned health program and locally-chosen textbooks. When the curriculum guides are used in this manner, activities may be used in an order that matches the locally-developed health scope and sequence.

The Health Curriculum Guides may also serve as a basic program for Local Education Agencies (LEAs) in the absence of a locally-developed health curriculum. Although topics are not covered in a comprehensive manner, the curriculum guides do provide instructional activities for all topics named in the Health Education Course of Study, and the activities have been arranged in a logical sequence from the first to the last page. It is hoped that the Health Curriculum Guides will serve as a springboard for local curriculum activities in health, which include at least the following:

- developing a local health curriculum K-12,
- acquiring needed resource materials, and
- writing additional activities in areas of greatest need.

The Health Curriculum Guides are divided into sections. Each guide begins with a TABLE OF CONTENTS that lists topics to be taught, provides descriptive labels for each activity, and specifies page number(s) on which the activity may be found. The TABLE OF CONTENTS enables teachers to identify easily those activities that supplement topics covered in locally-designed programs. The second and largest section of the guide consists of classroom ACTIVITIES. All activities are tied to specifically-identified student outcomes and a list of materials needed to carry out the activities is provided.

Activities are organized into Units identified by Roman numerals in the Table of Contents. Each Unit begins with NOTES TO THE TEACHER that identify topics covered in the Unit and convey information important for carrying out the activities.

A third section of the guide contains a list of all OUTCOMES for the grade level and any APPENDICES. The OUTCOMES summarize requirements from the Health Education Course of Study and provide guidance for those LEAs in which additional activities need to be written.

The fourth section of each guide is called the TEACHING MATERIALS SECTION. This section contains materials which are referenced in the activities and are essential to implementing the activities. Many of the teaching materials are handouts or diagrams that will need to be made into transparencies or duplicated for students. Consequently, the materials in the fourth section are printed on one side only to facilitate copying.

ACKNOWLEDGMENTS

When the State Board of Education passed a resolution on November 12, 1987, requiring AIDS instruction to become part of comprehensive health education by the 1988-89 school year, it was clear that some priorities in the Department of Education would change.

Responsibility for implementing the resolution was assigned to the Division of Student Instructional Services and personnel were instructed to do what was required to meet the timelines. Writing the Health Curriculum Guides was the prerequisite activity for complying with the State Board mandate, and the timelines dictated that the sixteen-month period usually designated for such a project be compressed into four months.

The timelines could not have been met without the following major contributions:

1. Our partners in Local Education Agencies (LEAs) and Institutions of Higher Education (IHEs) volunteered human resources to help accomplish the task.
2. Most personnel in the Division of Student Instructional Services put their assigned duties aside, learned to do new tasks, and worked exclusively on the Health Curriculum Guides for several months, including evenings, weekends, and holidays.
3. Other personnel in the Division of Student Instructional Services made necessary adjustments and sacrifices to assume responsibility for programs and assignments of their co-workers while continuing to perform their usual duties.

Approximately 150 educators have contributed directly to the Health Curriculum Guides. We express our appreciation for draft writing done by selected personnel in the following LEAs:

Birmingham City Schools
Cullman City Schools
Huntsville City Schools
Jefferson County Schools
Vestavia Hills City Schools

The following IHEs assisted us by providing current or retired health educators who served as readers or whose students in the areas of curriculum and health wrote health-related activities:

University of Montevallo
Troy State University - Dothan
Troy State University - Montgomery
University of Alabama

A debt of gratitude is owed personnel in the Alabama Department of Public Health for their role in verifying the technical accuracy of the Health Curriculum Guides.

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I. MYSELF AND OTHERS

NOTES TO THE TEACHER

Activities in the MYSELF AND OTHERS Unit cover three topics:

1. We Learn About Being Special
2. We Learn About Feelings
3. We Learn About Decision-making

Before children learn to understand others, they must first learn to understand themselves. Each child is unique and must be accepted as a special person. It is important for guidance to be given to help children attain physical, mental, social, and emotional growth.

Developing an awareness of feelings is important for all children. Children need to understand that their feelings help determine their actions. It is crucial that children learn to deal with all feelings in a rational manner.

Preparations for this Unit include making large graphs and "feelings" puppets.

HEALTH - 2
MYSELF AND OTHERS

TOPIC: WE LEARN ABOUT BEING SPECIAL

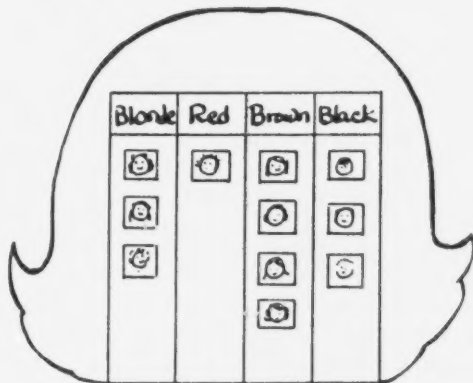
OUTCOME: 32. Demonstrate the belief that all individuals are worthwhile, unique, and special.

ACTIVITY 1 - OUTCOME 32

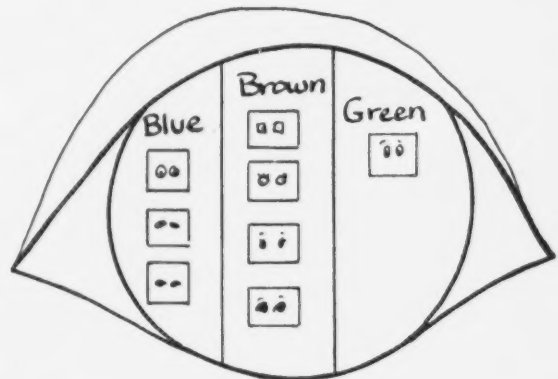
- Materials:
- Drawing paper - two pieces per student (approximately 4 1/4" x 5 1/2" each)
 - Crayons and/or markers
 - Large drawing of hair
 - Large drawing of eye
 - Hand-held mirror

Draw large representations of hair and eyes prior to the lesson. Label each drawing as shown below.

What color is your hair?



What color are your eyes?



Have students talk about the color of their hair and eyes. Allow students to use a hand-held mirror during this time. After the discussion, direct students to draw self-portraits of their heads on drawing paper. Tell students to draw their eyes on additional drawing paper. Place drawings on the appropriate large graphs. Tabulate the

ACTIVITY 1 - OUTCOME 32 (Cont'd)

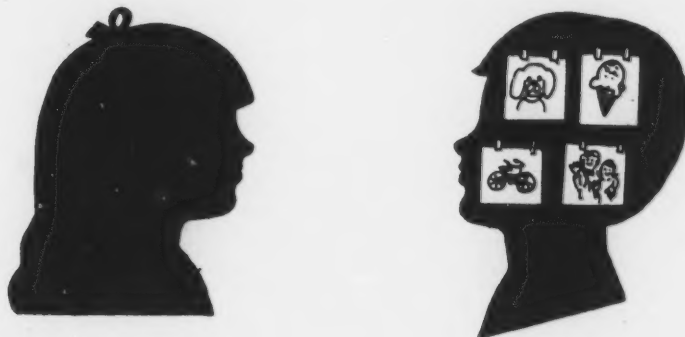
results of each graph. Compare and contrast the students' characteristics.

ACTIVITY 2 - OUTCOME 32

- Materials:
- Lamp or projector
 - Old magazines
 - Black construction paper
 - String
 - Tape
 - Scissors
 - Glue
 - Chart of poem "I'm Glad I'm Me"

Using a lamp or projector to cast a shadow, trace the silhouette of each student on a piece of black construction paper. While students wait their turn, have them cut pictures from magazines or draw pictures of people, animals, or favorite things. Have students place these items on their silhouettes.

Display the silhouettes of students on the wall in the classroom. Suspend some silhouettes from the ceiling by string. Display the poem "I'm Glad I'm Me" (next page) beside the pictures on the wall. Have the students read the poem. Guide students in a discussion of the meaning of the poem. Have the students give the silhouettes to their parents as gifts on special days.



ACTIVITY 2 - OUTCOME 32 (Cont'd)

I'M Glad I'm Me

No one looks
The way I do.
I have noticed
That it's true;

No one walks
The way I walk.
No one talks
The way I talk.
No one plays
The way I play.
No one says
The things I say.

I am special.
I am me.
There's no one
I'd rather be
than
me!

Author Unknown

ACTIVITY 3 - OUTCOME 32

- Materials:
- Construction paper (assorted colors)
 - String or yarn
 - Crayons or markers
 - Old magazines
 - Coat hangers - one per student
 - Paper circles - one per student, 6" in diameter

Have students cut out magazine pictures or draw and cut out four or five objects which represent their favorite things. Have students draw their faces on paper circles to attach to the center portion of the coat hangers. Attach pictures to a coat hanger with different lengths of string or yarn. Display the decorated coat hangers in the classroom.



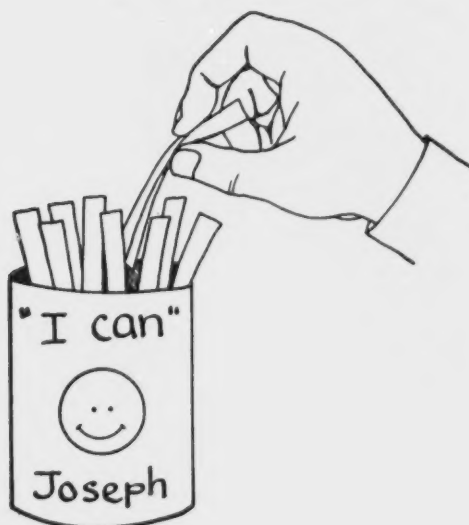
ACTIVITY 4 - OUTCOME 32

- Materials:
- Empty cans - one per student (without sharp edges)
 - Strips of paper
 - Markers
 - Construction paper to cover can
 - Glue

ACTIVITY 4 - OUTCOME 32 (Cont'd)

Have each student cover an empty can with construction paper (see illustration). Direct students to write "I Can" and their names on their cans. As new skills are learned (catch a ball, state addition facts, share with friends), have students write the skills on strips of paper and place the strips in their cans. Extend this activity for one month. Periodically, ask students to empty their cans to determine the number and variety of skills that have been learned.

Pair students and ask each one to tell the other about the strips in their respective cans. Have each member of the pair tell the class about the skills of the other member. Have students begin the exercise by saying, "(Name of student) is special because of the following 'I Can' skills:" Have the speaker tell how these skills make the person unique and special.



Adapted from: Developmental Guidance Program, Jefferson County Schools, Birmingham, AL, 1986.

ACTIVITY 5 - OUTCOME 32

Materials: • White paper - one 8 1/2" x 11" sheet per student
• Crayons or markers

Ask students to compose a "name" poem by vertically writing each letter of their names and using each letter to begin words or phrases that describe themselves.

ACTIVITY 5 - OUTCOME 32 (Cont'd)

Example: TOMMY

Tries hard in school
On time each day
Marvelous at spelling
Math is my favorite subject
Yellow is my best color

Direct students to write the letters of their names in a favorite color or different colors of their choice. Ask students to illustrate one line of their poem. Have students share the poems by reading them to the class. Place all poems on a class bulletin board.

As a culminating exercise for Activities 1 - 5, teach students to sing the song "Being Me, by Dottie Rambo, available from Impact Books, Nashville, TN.

HEALTH - 2
MYSELF AND OTHERS

TOPIC: WE LEARN ABOUT FEELINGS

OUTCOME: 29. Define and discuss frustration, disappointment, and elation as elements of learning.

ACTIVITY 6 - OUTCOME 29

Materials: • "Feelings" stick puppet patterns (Teaching Materials Section p. 84)
• Construction paper
• Glue
• Ice cream sticks

Make five different "feelings" stick puppets from the pattern. Display the puppets. Talk to the students about how each puppet feels. Give students the opportunity to talk about similar feelings that they have experienced. For example, show a puppet and say, "This is a puppet who is happy. I am happy when boys and girls are good listeners." Instruct students to follow the example by selecting a puppet and saying, "This is a puppet who is angry/upset. I am upset when"

Extended activities:

1. Have students make up stories about the puppets giving them names related to the different feelings.
2. Have students role-play other situations in which different feelings are displayed/involved.
3. Have students draw pictures depicting situations that might cause the feelings portrayed by the puppets.
4. Have students act out a feeling; ask classmates to guess which one it is.

ACTIVITY 7 - OUTCOME 29

Materials: • Timer or watch with second hand

Divide the class into two teams. Have the teams stand facing each other. Flip a coin to decide which team goes first. Have the first person on the beginning team tell about a happy experience. Give the student 30 seconds to respond. If the student correctly verbalizes a happy experience, have the student sit down. If the student is unable to verbalize a happy experience within the 30 second time limit, have the player remain standing. Let the game continue to the first member of the other team. Point out that the winning team is the first team having all members seated. Repeat the game with other feelings, such as disappointment, sadness, and frustration.

HEALTH - 2
MYSELF AND OTHERS

TOPIC: WE LEARN ABOUT DECISION-MAKING

OUTCOME: 28. Discuss self-discipline.

ACTIVITY 8 - OUTCOME 28

- Materials:
- Chart paper
 - Writing paper for booklet
 - Construction paper for booklet cover
 - Crayons or markers
 - Stapler

Have students discuss different types of health habits that involve self-discipline. Write the words "Health Habits" at the top of a chart. Have the students dictate health habits, such as getting enough sleep, keeping clean, wearing proper clothing, brushing teeth after meals, getting fresh air and exercise, eating a balanced diet, maintaining good posture, and keeping clean.

Have the students make a booklet called "Ways to Be a Better Me." Ask the students to draw examples of health habits described on the chart. (This may be a class booklet compiled from pictures completed by all the students or have each student complete a booklet individually to be taken home.)

HEALTH - 2
MYSELF AND OTHERS

TOPIC: WE LEARN ABOUT DECISION-MAKING

OUTCOME: 14. Distinguish between needs, wants, and habits; explain how each influences decision making.

ACTIVITY 9 - OUTCOME 14

Materials: • Chalkboard
• Chalk
• Cards - thirteen 3" x 5" labeled with one word or phrase similar to the following:

food	candy	bite fingernails
water	toy racecar	watch television
clothes	soft drink	brush teeth
shelter	doll	fasten seat belt
	mechanical toy	

Place all 3" x 5" cards face down on a table. Write the following headings on the chalkboard: NEEDS, WANTS, and HABITS. During a discussion with the class, emphasize the meaning of each heading, as follows:

1. NEED - must have in order to live
2. WANT - nice to have but can get along without
3. HABIT - something done without thinking; feel as if something is missing if you do not do it

In turn, ask students to select 3" x 5" cards and decide under which headings the words or phrases belong. (Some words or phrases may be placed in more than one category.) Have students determine the appropriate categories and justify their choices. Direct the students to place the cards on the chalk tray beneath the appropriate headings. Continue the exercise until all cards are placed under the appropriate headings.

Present the following situations to the class. Ask students to make decisions about the outcome of each situation by answering the questions. Ask students to decide if the situations involve a want, need, or habit.

1. A family is without milk and bread. Mom has \$3.00. Sue wants a new dress for her doll. How should the money be spent and why? (Food is a need, and a new dress for a doll is a want.)

ACTIVITY 9 - OUTCOME 14 (Cont'd)

2. Fred always brushes his teeth before going to bed. At his grandmother's home, he went to bed and realized he didn't brush his teeth. What should he do? (Brushing teeth before going to bed is a good health habit.)

HEALTH - 2

II. GROWTH AND DEVELOPMENT

NOTES TO THE TEACHER

Activities in the GROWTH AND DEVELOPMENT Unit cover three topics:

1. We Learn About Ancestors
2. We Learn About Life Spans
3. We Learn About the Respiratory System

This Unit emphasizes the many ways that students are growing and changing. The concept that we grow according to a personal genetic pattern is introduced by investigating ancestors of the students, in order to examine similar physical characteristics. Personal visits by family members and observations of family pictures are used to reinforce this concept. Human growth is further addressed by studying the similar changes that occur during the life span of a plant, a butterfly, and a person.

Because students are growing at such a rapid rate at this age, it is exciting for them to observe their own growth patterns. Students measure and outline body parts and place their measurements in an envelope that is kept during the school year. Near the end of the school year, the measurement activity may be repeated so that students can compare their new measurements to earlier measurements.

The parts of the respiratory system are identified to help children gain an understanding of its functions. Activities illustrate the relationship between specific practices and respiratory health.

HEALTH - 2
GROWTH AND DEVELOPMENT

TOPIC: WE LEARN ABOUT ANCESTORS

OUTCOME: 2. Describe how all living things resemble their ancestors.

ACTIVITY 10 - OUTCOME 2

Materials: • Picture book on ancestors
• Drawing paper
• Pencils
• Crayons

Read a book about ancestors to the students. Ask questions, such as the following:

1. What color eyes do your grandparents have?
2. What color eyes do your parents have?
3. Are your eyes the same color?

Talk about similarities between family members. Have the students bring family photos to display. Let the students draw "photos" of their families.

ACTIVITY 11 - OUTCOME 2

Materials: • Dark pieces of paper
• Talcum powder

Invite a mother and her infant to visit the class. Ask the mother to bring pictures of the baby taken in the hospital for the students to observe. Have the mother describe traits of the baby that are common to her. Ask the mother to relate common traits that were inherited from her ancestors to her child. Make a print of the baby's foot and hand using dark pieces of paper and talcum powder. Have students make prints of their feet and hands. Have students compare the size of the baby's prints to their prints.

ACTIVITY 12 - OUTCOME 2

Invite grandparents to the class to show pictures of themselves as children. Ask the grandparents to tell interesting stories about their ancestors. Have students describe how they resemble their ancestors.

HEALTH - 2
GROWTH AND DEVELOPMENT

TOPIC: WE LEARN ABOUT LIFE SPANS

OUTCOME: 3. Understand that all living things have a beginning and an end (life span), and discuss changes that occur as they grow and develop.

ACTIVITY 13 - OUTCOME 3

Materials: • Magazines
• Scissors
• Glue
• Poster board

Have students cut pictures from magazines of people of all ages. Ask students to discuss the age range of the people in the pictures.

Talk about how characteristics change as people become older (hair color, teeth, texture of skin, weight). Ask students to sequence the pictures from youngest to oldest. Glue pictures in sequence to the poster board.

ACTIVITY 14 - OUTCOME 3

Materials: • Clear plastic cup
• Paper towel
• Variety of seeds (radish, carrot, lettuce, corn)

Line the inside of a clear plastic cup with a damp paper towel. Place a variety of seeds of different sizes about halfway down the side of the cup, between the cup and the paper towel. (The seeds will sprout at different times, which will help to maintain the students' interests.) Keep just enough water in the plastic cup to touch the bottom of the paper towel. (If the paper towel dries out, the sprouts will quickly die.)

ACTIVITY 15 - OUTCOME 3

- Materials:
- Lamp chimney
 - Small jar
 - Flower pot
 - Dirt
 - Fresh twigs
 - Fresh leaves
 - Water
 - Cloth
 - Caterpillar or cocoon

Fill the flower pot with dirt and sink the jar inside the flower pot. Fill the jar with water. Fit the lamp chimney over the jar and push the chimney into the dirt. Secure a cloth over the top of the chimney using a rubber band. Put fresh twigs and leaves into the water jar daily. Inside the lamp chimney, place a caterpillar. Keep the caterpillar at room temperature and the soil in the flower pot damp. Have students observe the changes in the caterpillar and describe what occurs. If a cocoon is available, earlier steps in the experiment can be eliminated.

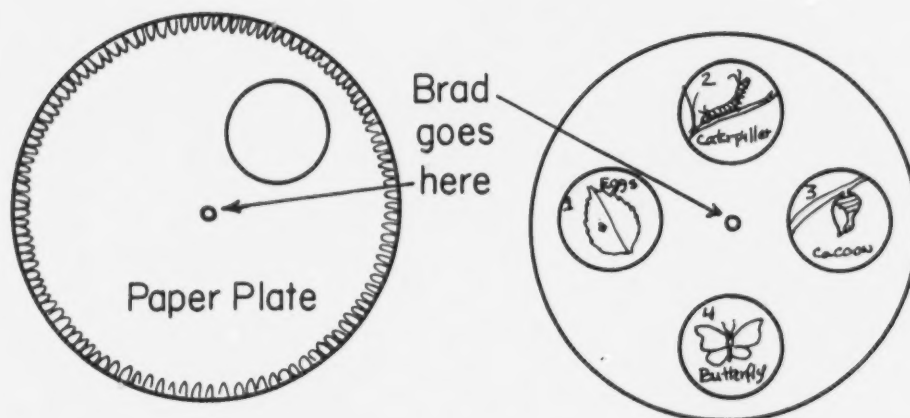
Adapted from: Growing, Oklahoma State Department of Education, 1983.

ACTIVITY 16 - OUTCOME 3

- Materials:
- Small paper plates - one per student
 - Cardboard circles about the size of a half-dollar
 - Paper - one sheet per student
 - Brads - one per student
 - Pencils
 - Crayons
 - Scissors
 - The Very Hungry Caterpillar by Eric Carle

Introduce the life cycle of the butterfly by reading the book The Very Hungry Caterpillar, by Eric Carle. After reading the story, review the four stages of the life cycle of a butterfly. Give each student a paper plate, one sheet of paper, and one brad. Have students lay the paper plate on top of the paper and trace around the paper plate making a circle the same size as the paper plate. Have students cut out the circle. Distribute a half-dollar size circle to each student. Direct students to lay the half-dollar size circle near the top of the paper plate and trace around it. Instruct students to cut out the small circle on the paper plate. Have students place the paper plate over the larger paper circle and stick the brad through the center of both. Using the cut-out in the paper plate as a pattern, have students trace four small circles on the larger paper circle. Stress that the small circles should not overlap. In each circle, instruct students to draw and color a picture depicting the life cycle of the butterfly in order of occurrence. Let students explain the life cycle of the butterfly as they turn the paper plate to show each stage. (This activity may also be used for the life cycle of a frog.)

ACTIVITY 16 - OUTCOME 3 (Cont'd)



Adapted from: Growing, Oklahoma State Department of Education, 1983.

ACTIVITY 17 - OUTCOME 3

- Materials:
- Large sheets of paper - one sheet per student
 - Markers
 - String
 - Scissors
 - Large envelopes - one per student
 - 8 1/2" x 11" paper - two sheets per student
 - Small paper or index cards - one per student
 - Tempera paint
 - Foil pan or tray

With the help of a partner, instruct students to trace outlines of their bodies on large sheets of paper using markers. Have students write their names and the date of the drawings on their outlines.

Place tempera paint in a foil pan or tray. Have students make prints of their hands and feet using tempera paint and two 8 1/2" x 11" pieces of paper. If tempera paint is not available, students may draw the outlines of their hands and feet with markers.

Cut string the exact length of each student's arm and leg. Label each string as "arm" or "leg." Using a tape measure, measure and record each student's height on a small paper or index card. Label the small paper or index card with the name of each student.

Place all of the items for each student in a large envelope labeled with the name of each student. Repeat the activity at the end of the school year to make observations about the growth that has occurred during the school year.

HEALTH - 2
GROWTH AND DEVELOPMENT

TOPIC: WE LEARN A RESPIRATORY SYSTEM

OUTCOME: 4. Identify parts of the respiratory system, explain their functions, and describe the relationship between specific practices and respiratory health.

ACTIVITY 18 - OUTCOME 4

- Materials:
- Diagram of respiratory system (Teaching Materials Section, p. 85)
 - Manila folder
 - Poster board
 - Cards with printed names of body parts (nose and mouth, trachea, lungs, heart)
 - Teacher-made cardboard shapes of lungs, heart, trachea, nose and mouth (Teaching Materials Section, p. 86)
 - Grease pencil

Mount the diagram of the respiratory system on poster board. Discuss the function of the respiratory system and the sequence of events occurring during respiration. Review the body parts involved in the respiratory process and place the lungs and heart in the appropriate places on the diagram. As a review, ask students to place the printed labels (cards) beside each body part. Review vocabulary with the class.

Extended activity:

Place the diagram of the respiratory system, lungs, heart, trachea, nose and mouth, and printed labels inside a manila folder. The diagram may be laminated so that students can label body parts, using a grease pencil.

ACTIVITY 19 - OUTCOME 4

- Materials:
- Straws - one per student
 - Balloons - one per student
 - Jump ropes

Review the respiratory process and explain the difference between inhaling and exhaling air. As a way of demonstrating the respiratory process, have students breathe using a "straw trachea" and a "balloon lung." Give a balloon and straw to each student. Tell students to place a balloon over the end of the straw. Instruct the students to blow into the straw while holding the balloon on the end of the straw. Point out that the straw represents the trachea and the balloon represents the lungs.

ACTIVITY 19 - OUTCOME 4 (Cont'd)

Ask a few students to jump rope for three minutes. Have these students blow up balloons, as other students observe. Lead the students in a discussion concerning the impact that exercise has on breathing.

ACTIVITY 20 - OUTCOME 4

Materials:

- Clear, empty dishwashing detergent bottle (plastic)
- Cotton balls
- Cigarettes
- White handkerchief

Make a small hole the size of the circumference of a cigarette in the clear, plastic bottle. Place cotton balls inside the clear, plastic bottle. Put the lid on the bottle. Light and place a cigarette into the small hole in the bottle. Let the bottle "smoke." Explain to the students how the lungs fill with smoke and leave a residue of tar and nicotine. (The students can see the clean white "lungs" [cotton balls] become polluted as the cotton turns brown.) Remove the lid. Place the handkerchief over the top of the bottle. Have the students note that the handkerchief becomes stained. Point out that the stain on the handkerchief illustrates how others are exposed to passive smoke.

HEALTH - 2

III. FAMILY, SCHOOL, AND COMMUNITY

NOTES TO THE TEACHER

Activities in the FAMILY, SCHOOL, AND COMMUNITY Unit cover three topics:

1. We Learn About Families
2. We Learn About Family Rules and School Rules
3. We Learn About the School and the Community

Because of today's changing society, family structures differ greatly. A valuable idea to stress is that a family is composed of members who do things together and care about each other. All children should feel pride in the composition of their families and have an acceptance of other family compositions.

Children of this age should understand the importance of acting responsibly at home and in school. A go-fishing game and word puzzle are two activities included in this Unit that reinforce this idea.

Activities in the We Learn About the School and the Community section encourage children to become aware of their surroundings. The idea that a community is made up of many different people who function together in one place is important.

Prior to using this Unit, a letter may be sent home to parents explaining that classroom discussions will be focusing on different types of families and communities. Open communication between the home and school regarding the topics in this Unit can form the basis for conducive learning situations.

HEALTH - 2
FAMILY, SCHOOL, AND COMMUNITY

TOPIC: WE LEARN ABOUT FAMILIES

- OUTCOMES: 25. Identify the different types of family structures and factors that influence family size; discuss the effects that individual family members have on family health.
26. Evaluate different means of coping with problems that result from sudden change in family composition.

ACTIVITY 21 - OUTCOME 25

Materials: • Drawing paper - one sheet per student
• Crayons
• Chart paper
• Marker

Read the following poem:

FAMILY

My mother cooks
And cares for me;
There's no one else
As good as she.

My father holds me
In his arm;
He keeps me from
All kinds of harm.

My brothers, sisters
Like to play;
With them I'm happy
All the day.

Lois Lenski

Ask the students to complete the following statements orally:

A family is _____
I live in a house with _____

ACTIVITY 21 - OUTCOME 25 (Cont'd)

Ask students to draw a picture of everyone who lives in their house. Tell students to include pets. Make a chart listing different types of family structures. Place each child's name in the appropriate family structure listed on the chart. For example:

<u>Mothers Only</u>	<u>Fathers Only</u>	<u>Mother and Father</u>	<u>Grandparents Only</u>
Susan Peter Frances Kathy Charles	Ron Jane	Bobby Fred Samantha Karen Paul George	Keith Wilma
<u>Grandparents and Mother</u>	<u>Grandparents and Mother and Father</u>	<u>Grandparents and Father</u>	<u>Other Family Members and Both Parents</u>
Ed Albert Faye	Ben Tonio	Anthony	Clark

Point out the wide differences among families. Discuss that some children are born into a family and some are adopted. Help students understand that some families have several members and other families have only a few members.

Encourage all students to feel pride in the composition of their families and to have an acceptance of others.

ACTIVITY 22 - OUTCOMES 25 and 26

- Materials:
- Family Members (Teaching Materials Section, pp. 87-88)
 - House Pattern (Teaching Materials Section, p. 89)
 - Ice cream sticks - one per figure
 - Copies of the poem "A Song of Families" - one per student

Have students sing "A Song of Families" (on the following page) to the tune of "Twinkle, Twinkle, Little Star." Discuss the ways family members help each other. Point out that some family members may work to buy food, clothing, and a place to live for other family members. Show that work at home can be shared by all family members. (Sometimes mother cooks and sometimes father cooks. Sometimes each parent takes care of the children at different times.)

Display the house and family cut-out figures. Ask students to individually put the cut-out figures that represent their families in the

ACTIVITY 22 - OUTCOMES 25 and 26 (Cont'd)

house. Discuss the duties of each family member. Ask how the family would be different if any member of the family was sick or moved away from the family house.

After several children have participated in the exercise, ask the class to express general ways a family's well-being changes if there are changes concerning any member of the family structure.

A SONG OF FAMILIES
by Leon Trachtman

Families everywhere you go;
Mountain high or valley low;
Kansas, Idaho, or Maine,
China, France, or sunny Spain;
City, jungle, desert bare,
Families, families everywhere.

Families aren't all the same;
Different family, different name.
Different families, different ways,
Different work on different days.
Families black and white and brown,
On the farm and in the town.

Families, large, with grandmas, cousins,
Aunts and uncles by the dozens;
Families small, with only two
To do the things that families do
Families foolish, families wise,
Families every shape and size.

But different though they are, it's true
There are things all families do:
Laugh together when they're glad
Help each other when they're sad,
Teach their children how to play,
How to do their work each day.

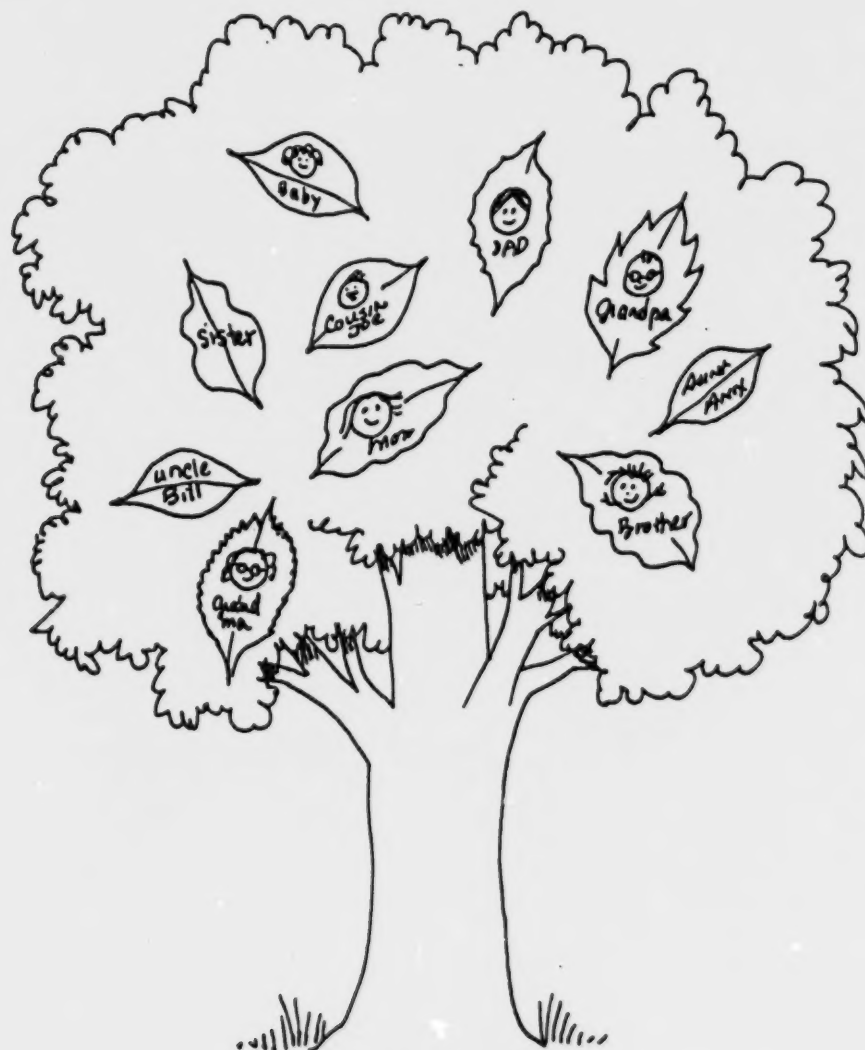
Families, families everywhere
Show their children how to share;
Feed them, clothe them, keep them warm;
Keep them safe from every harm;
Teach them all that they must know;
Guard them, love them, help them grow.

(Sung to "Twinkle, Twinkle, Little Star")

ACTIVITY 23 - OUTCOME 25

- Materials:
- Brown and green construction paper
 - Scissors
 - Glue
 - Crayons and markers
 - Pencils

Distribute materials to the students. Have the students draw and cut out a large tree. Tell the students that this tree represents their family tree. Instruct students to make leaves to represent family members. Direct students to draw a picture of each family member on the leaves or write the family members' names on the leaves. (See the illustration below.)



MY FAMILY TREE

HEALTH - 2
FAMILY, SCHOOL, AND COMMUNITY

TOPIC: WE LEARN ABOUT FAMILY RULES AND SCHOOL RULES

OUTCOME: 12. Discuss responsibilities of students at home and at school.

ACTIVITY 24 - OUTCOME 12

- Materials:
- White bulletin board paper
 - Markers or crayons
 - Construction paper, yarn, pipe cleaners, fabric - optional

Review the following key vocabulary:

rule	consequence
obey	responsibility

Elicit from the students examples of rules or responsibilities they have at home (make bed, brush teeth, do not run in the house, use good table manners).

Elicit from the students examples of rules or responsibilities at school (walk in the hall, no fighting, use good table manners, raise hand before talking, keep hands and feet to self).

Divide the class into two groups. Have one group draw a mural depicting family members observing appropriate behavior at home. Have the second group draw a mural depicting students observing appropriate behavior at school.

ACTIVITY 25 - OUTCOME 12

Materials: • Word puzzle - one per student
• Pencils

Make a word puzzle similar to the one below. Distribute copies of the word puzzle to the students. Ask students to unscramble the letters to form words that complete the sentences. Discuss with the class the importance of obeying rules and the consequences of disregarding rules.

R	K	A	D
---	---	---	---

1. Do not go out after _____ without permission.

E	T	Q	I	U
---	---	---	---	---

2. Be _____ when someone is on the phone or asleep.

Y	A	P	L
---	---	---	---

3. Do not _____ with matches.

E	T	E	H	T
---	---	---	---	---

4. Brush your _____ after you eat.

P	O	S	A
---	---	---	---

5. Wash your hands with _____.

KEY: 1. Dark 2. Quiet 3. Play 4. Teeth 5. Soap

HEALTH - 2
FAMILY, SCHOOL, AND COMMUNITY

TOPIC: WE LEARN ABOUT FAMILY RULES AND SCHOOL RULES

OUTCOME: 27. Practice good manners in various situations.

ACTIVITY 26 - OUTCOME 27

Materials: • Situational fish (Teaching Materials Section, pp. 90-93)
• Clear glass bowl or other container

Use the following poem during the activity:

(Name of Child) _____ is going fishing
In a little creek
Grab a fish
Inside this dish
And think before you speak!

Have a selected student take a fish from the bowl. Tell the student to read the situation written on the fish. Have the other students decide if the story describes good manners or bad manners. Instruct members of the group to give a "thumbs up" motion for good manners and a "thumbs down" motion for bad manners. Have students give reasons for decisions. Include additional fish with stories that would be appropriate for the students in the class.

HEALTH - 2
FAMILY, SCHOOL, AND COMMUNITY

TOPIC: WE LEARN ABOUT THE SCHOOL AND THE COMMUNITY

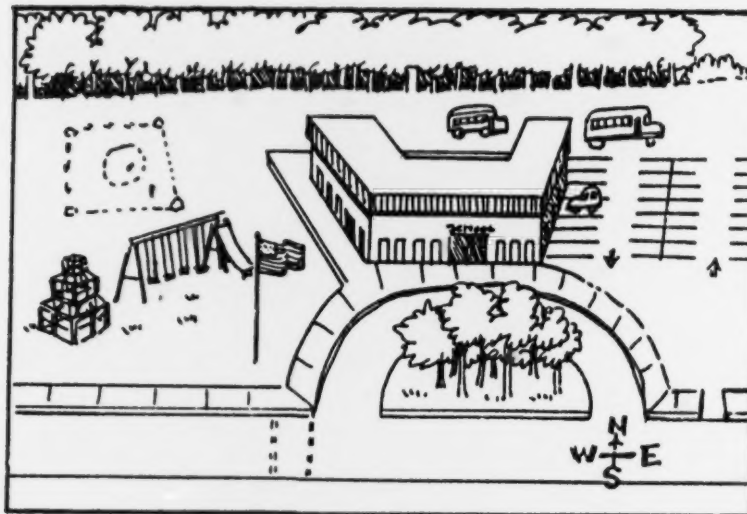
OUTCOME: 21. Discuss the various types of communities and environments in which people live.

ACTIVITY 27 - OUTCOME 21

- Materials:
- Butcher paper - one 22" x 35" sheet per group of three to five students
 - Chalkboard
 - Chalk
 - Crayons, markers, or paint
 - Classroom props (books, blocks, lunchboxes, boxes)

Have the students take a mini-field trip around the school campus. Ask the students to explore the environment to observe features unique to their school (playground equipment, flag pole, parking lot). Return to the classroom. List on the chalkboard the items observed by the students. In a defined area, have the entire class reconstruct the school campus using available props. Establish compass directions of north, south, east, and west.

Have small groups of students draw a picture of the school campus including the landmarks listed or discussed. (See the example below.)



ACTIVITY 28 - OUTCOME 21

- Materials:
- Butcher paper - one 22" x 35" sheet per student
 - Crayons, markers, or paint
 - Boxes of different sizes, variety of art materials (construction paper, material scraps, styrofoam) - optional
 - Chalkboard
 - Chalk

(This activity is designed as a follow-up to Activity 27.)

On the day prior to using this activity, ask the students to walk around a block in their neighborhood. Remind students to gain parental permission. Ask the students to observe houses, names of streets, parks, and features unique to their block. Have the students take notes concerning all things observed in their neighborhood. On the next day, give each student a sheet of paper. Have students start by drawing a picture of their own homes.

Have students add other houses, street names, and other landmarks. Have students turn the paper around as they draw to gain a perspective of the neighborhood. Ask students to describe their pictures. Make a list on the chalkboard of the different environments in which people live.

An extension of this activity is to have students construct a 3-D model of their block using boxes of various sizes and a variety of art supplies.

ACTIVITY 29 - OUTCOME 21

- Materials:
- Paper cut in the shape of a house - three pieces per student, one for each day
 - Crayons

Ask students to observe their neighborhood for changes presently occurring. Give examples, such as building a house, painting a house, repairing streets, and cutting down trees. Instruct students to draw or write the changes on a house-shaped paper labeled: PRESENT/NOW.

On the following day, have students talk about changes in the neighborhood that may occur in the future. Instruct students to draw and/or write the changes on a house-shaped paper labeled: FUTURE.

On the third day, have the students decide how they think the neighborhood looked fifty years ago. Instruct the students to draw and/or write their ideas on a house-shaped paper labeled: PAST.

Direct the students to assemble their pages in sequential order and share with the class.

ACTIVITY 30 - OUTCOME 21

Materials: • A copy of "The Town Mouse and the Country Mouse," an Aesop's Fable

Read "The Town Mouse and the Country Mouse" to the students. After reading the fable, discuss the following questions:

1. Can anyone describe some of the things the City Mouse saw on his visit to the country?
2. What did the Country Mouse see in the city?
3. What kinds of food did the Country Mouse eat in the city?
4. What kinds of food did the City Mouse eat in the country?
5. Why did the Country Mouse want to live in the country?
6. Do you think that the City Mouse enjoyed living in the city?

Extend this activity by discussing the following questions with the students:

1. What is special about the community in which we live?
2. How would you describe our community?

ACTIVITY 31 - OUTCOME 21

Materials: • "Our Town" game with listed materials for construction (Teaching Materials Section, pp. 94-101)
• Golf tee

Assemble the "Our Town" game according to the instructions provided, page 95. Have students look at the picture of the building found at the top of each of the "Our Town" game pages. Direct the students to select the community helper who works in that building. Have the students place a golf tee, or similar object, through the hole under the correctly identified community helper. Tell the students to check their answers by looking on the back for the colored dot.

ACTIVITY 31 - OUTCOME 21 (Cont'd)

Lead the students in a discussion of the different buildings in the community. Ask students to identify buildings in their community that are the same as or different from those in the game. Compare buildings found in the city to buildings found in the country.

HEALTH - 2
FAMILY, SCHOOL, AND COMMUNITY

TOPIC: WE LEARN ABOUT THE SCHOOL AND THE COMMUNITY

OUTCOME: 16. Discuss the role of various health officials/agencies and how they disseminate health information.

ACTIVITY 32 - OUTCOME 16

Materials:

- Coat hangers - one per student
- Hole punch
- String
- Poster board

Ask students to name sources that can provide us with health information. Guide the students in naming the following: medical professionals, radio, newspapers, television, and magazines. On poster board, have students draw and color a figure to represent each group listed. Direct students to cut out and attach the figures to coat hangers with string. If students know any person who works with one of these sources, have them attach the names of these persons to the figures. (This gives the project a more personalized effect.) Make a master mobile. Ask students to name the ways each source helps to protect our health. Write the list for each source in as few words as possible and hang below the figure on the master mobile. (The list may be reproduced to hang beneath each student's mobile.)

ACTIVITY 33 - OUTCOME 16

Materials:

- Chart paper
- Marker

Over a period of two weeks, schedule persons from the following agencies to visit the classroom and explain the function of the agencies they represent:

1. Food and Drug Administration
2. City or county health department
3. American Red Cross
4. Heart Association
5. Environmental Protection Agency
6. State Medical Association
7. American Cancer Association (local division)
8. Consumer protection agency

ACTIVITY 33 - OUTCOME 16 (Cont'd)

Ask the representatives to bring tangible items related to their agencies that can be distributed to every student. Immediately following the visits of the representatives, have students name ways the agencies help protect individual health. Write the students' ideas on chart paper.

HEALTH - 2

IV. HEALTH PRACTICES

NOTES TO THE TEACHER

Activities in the HEALTH PRACTICES Unit cover two topics:

1. We Learn About Diet and Nutrition
2. We Learn About Personal Fitness and Hygiene

Assisting students in developing positive health habits is as important as teaching the basic skills. The activities in this Unit are designed to increase students' awareness of how to keep healthy and fit. The Unit is introduced through the development of a bulletin board that is displayed during the teaching of the Unit.

The first topic deals with diet and nutrition. Games, a read-aloud story, a reference chart on nutrients, and food preparation are some activities included in this section. Nutrition education can make a significant contribution to a student's life. When students eat the correct amounts and kinds of foods, they grow, maintain health, have energy, and keep mentally alert.

The second topic relates to personal fitness and hygiene. Experiments, art projects, visits from resource people, and a health fair are suggested activities. Be familiar with all learning activities before introducing the lessons to the class. Some of the activities require advance preparation and use of food.

Sources that provide free or inexpensive posters that relate to these activities are listed below.

American Dental Association
Order Section CAT 76
211 East Chicago Avenue
Chicago, Illinois 60601

American Egg Board
205 Touhy Avenue
Park Ridge, Illinois 60068

American Heart Association
44 East 23rd Street
New York, New York 10010

American Institute of Baking
Post Office Box 1148
Manhattan, Kansas 66502

American Medical Association
Order Department
535 North Dearborn Street
Chicago, Illinois 60611

NOTES TO THE TEACHER (Cont'd)

American School Food Service Association
ASFSA Publications
4101 East Iliff Avenue
Denver, Colorado 80222

Center for Science in the Public Interest
1757 South Street
Washington, D.C. 20009

The National Peanut Council, Communications Division
One Illinois Center
111 East Wacker Drive
Chicago, Illinois 60601

Cereal Institute, Inc.
135 South LaSalle Street
Chicago, Illinois 60603

Cornell University
Division of Nutritional Sciences
Media Services
B-10 Martha Van Rennselaer Hall
Ithaca, New York 14853

Education Today Company, Inc.
530 University Avenue
Palo Alto, California 94301

Family Circle Magazine
c/o Betty Stack
488 Madison Avenue
New York, New York 10022

Cooperative Extension
Publications Unit
Division of Agricultural Sciences
University of California
1422 South 10th Street
Richmond, California 94804

General Mills, Inc.
Consumer Center
Post Office Box 1113
Minneapolis, Minnesota 55440

Green Giant Company Home Services
5601 Green Valley Drive
Minneapolis, Minnesota 55437

HEALTH - 2
HEALTH PRACTICES

TOPIC: WE LEARN ABOUT DIET AND NUTRITION

- OUTCOMES: 5. Discuss ways in which the following factors affect physical and mental growth and development: nutrients, adequate food, fresh air, proper diet, sleep/rest, exercise, proper posture, and positive attitude/self-concept.
6. Discuss nutrients and their role in the four basic food groups as the basis for eating a balanced diet which will allow proper physical and mental development.
24. Develop and demonstrate a positive attitude toward the following practices and situations: nutrition, relaxation, personal health, rest, recreation, and visits to doctors and dentists.

ACTIVITY 34 - OUTCOMES 5 and 24

- Materials:
- Personal materials for teacher-made bulletin board (baby picture, memorabilia from college, pictures of family)
 - Cassette recorder
 - Video cassette recorder (if available)

Develop and display for a week a teacher bulletin board of personal materials, such as baby pictures, pictures of the family, memorabilia from college, and items depicting special interests. Each week thereafter, feature a "Student of the Week" on the bulletin board. During their week, have the featured students bring pictures from their homes, write sentences, and develop displays that describe their particular interests and abilities. Encourage the students to share their favorite foods and favorite types of exercise or recreation.

Interview the "Student of the Week" using a cassette recorder or videotape recorder. Focus the interview on the following questions:

1. When do you usually exercise?
2. Name the activities you enjoy as exercise.
3. What is your dentist's name?
4. Why is it important to go to the dentist?
5. What do you usually eat for breakfast?
6. What is your favorite food for breakfast on Saturdays?
7. What personal habits do you need to change to help become a more healthy person?

ACTIVITY 35 - OUTCOMES 5, 6, and 24

- Materials:
- Grocery List (Teaching Materials Section, p. 102)
 - Nutrient Words (Teaching Materials Section, p. 103)
 - Food pictures (oranges, carrots, sweet potatoes, milk, cheese, eggs, ground steak, hamburger buns, cereal)

Optional:

- Box
- Real or plastic food items (oranges, carrots, sweet potatoes, milk, cheese, eggs, ground steak, hamburger buns, cereal)

Because directions for using the teaching materials are included within the text of the story, review the story to become familiar with the management of the materials before reading the story to students. Make a chart of the grocery list and nutrient words. Find pictures of the foods listed above or use real or plastic food items. Prior to the activity, place the grocery list and nutrient words face down on a display board. Read the following story.

SECRETS TO GROWING STRONG

Once upon a time, there was a little boy named Andrew. When Andrew was born, he weighed only five pounds. He was the smallest baby in the nursery. Each year Andrew grew a small amount. By the time he was in the second grade, he could read, write, draw pretty pictures, throw and catch a ball, and run fast; but he was still a small boy.

One day Andrew talked to his grandmother about being small. His grandmother said, "Andrew, your father used to come and tell me the same thing."

"How can that be? Daddy is tall and has big muscles," stated Andrew.

Grandmother told Andrew that when his father was in second grade, he was the same size as Andrew. Then Andrew asked his grandmother, "How did Daddy grow so big and tall?"

Grandmother sat back in her rocking chair and answered, "It all started when I took your daddy on a trip to look for the secrets to growing strong. Andrew, would you like to come along with me to look for those secrets?"

"Wow!" he exclaimed, "That sounds like great fun. Where will we go?"

"First, I shall need my shopping list because we are going to the grocery store," Grandmother replied.

"Is that where we will find the secrets?" questioned Andrew.

"Come along," motioned Grandmother, "we'll have to look for the secrets."

When they got inside the grocery store, Andrew looked all around. "Where do we begin?" he asked.

ACTIVITY 35 - OUTCOMES 5, 6, and 24 (Cont'd)

"Let's start with my grocery list," said Grandmother. (Turn over the first set of words on the grocery list.)

Grocery List		Nutrients	(Pictures)
Oranges	Carrots		
Sweet Potatoes			

Andrew read, "oranges, carrots, and sweet potatoes." He added, "I know where to look--in the fruit and vegetable section.

As they went down the aisle, Grandmother put food in her cart. (At this time, place real or plastic food in a box prepared to look like a cart. A variation is to display pictures of food on the right side of the shopping list.) "These foods help heal cuts, help keep the linings of your nose and intestines healthy, and also help your eyes see at night," Grandmother told Andrew. "vitamin A and vitamin C are two important secrets involved in growing strong. These vitamins are examples of NUTRIENTS found in the foods we selected." (Turn over the first set of nutrient words.)

Grocery List		Nutrients	(Pictures)
Oranges	Carrots	Vitamin A	
Sweet Potatoes		Vitamin C	

ACTIVITY 35 - OUTCOMES 5, 6, and 24 (Cont'd)

"What's next on the list, Andrew?" asked Grandmother. (Turn over the second set of words on the grocery list.)

Andrew read, "milk and cheese." He said, "I know where to find those things. Let's go to the dairy section, Grandmother."

Andrew and his grandmother went down the aisle where milk and milk products were displayed. Grandmother put milk and cheese in her cart. (Put items in the cart or display pictures.) The cheese was wrapped in a package. Grandmother read the label, "Protein, calcium, and vitamin D. These are three additional secrets needed for proper diet. Protein, calcium, and vitamin D are NUTRIENTS found in milk and cheese." (Turn over the second set of nutrient words.)

Grocery List	Nutrients	(Pictures)
Oranges Carrots Sweet Potatoes	Vitamin A Vitamin C	
Milk Cheese	Protein Calcium Vitamin D	

"Protein, calcium, and vitamin D help your bones, muscles, and teeth grow strong. I need some eggs," Grandmother remembered. (Turn over third set of words on the grocery list.)

"Here they are Grandmother," Andrew said. Grandmother carefully placed the eggs in the cart. (Put the items in the cart or display pictures.) "What are the nutrients found in eggs?" asked Andrew.

"Protein, iron, fats, and vitamin B are the NUTRIENTS in eggs," said Grandmother. (Turn over the third set of nutrient words.)

Grocery List	Nutrients	(Pictures)
Oranges Carrots Sweet Potatoes	Vitamin A Vitamin C	
Milk Cheese	Protein Calcium Vitamin D	
Eggs Ground Steak	Protein Fats Iron Vitamin B	

ACTIVITY 35 - OUTCOMES 5, 6, and 24 (Cont'd)

"Wow!" shouted Andrew. "That's three more new ones."

Grandmother explained that protein helps every cell in the body grow, iron builds red blood cells, vitamin B helps digest food, and fats found in the egg yolk provide energy.

"Yuck!" said Andrew. "How can fats be a secret to growing strong?"

Grandmother told him that all of the secrets or nutrients work together like a team. Each member of the team has to be present in the right amount to obtain a proper diet that will allow proper physical and mental development.

Next on the list was ground steak. Grandmother and Andrew went to the meat section of the store. Grandmother picked out a package of ground steak and placed it in the cart. (Put the item in cart or display the picture.) "The same four nutrients that are found in eggs--protein, iron, fat, and vitamin B--are also found in meat." (Again, point to the third set of words on the grocery list and nutrient words.) "I'm going to make hamburgers for lunch, and I shall need some buns," Grandmother said. (Turn over the fourth set of words on the grocery list.)

Grocery List	Nutrients	(Pictures)
Oranges Carrots Sweet Potatoes	Vitamin A Vitamin C	
Milk Cheese	Protein Calcium Vitamin D	
Eggs Ground Steak	Protein Fats Iron Vitamin B	
Hamburger Buns Cereal		

"I just love hamburgers," Andrew responded.

"I see the buns over in the bread and cereal section." Grandmother picked out some whole-wheat buns and placed them in the cart. (Place food in the cart or display pictures.)

Andrew saw that the last item on the list was cereal. "Can we buy these Sugar Munchies?" he asked Grandmother.

"Let's check the ingredients on the label," Grandmother replied.

Andrew read, "Sugar, brown sugar, corn syrup, oats."

Grandmother stopped him and said, "Oh my, Andrew, if sugar is listed before oats, then this brand has more sugar than oats. Look at the ingredients in another brand."

ACTIVITY 35 - OUTCOMES 5, 6, and 24 (Cont'd)

Andrew read, "corn, wheat, and oat flour." He said, "Look Grandmother, I see the word nutrients. Listed under it are iron, vitamin B, and carbohydrates. I remember that iron builds red blood cells, and vitamin B helps digest food. What about carbohydrates?" Grandmother told Andrew that carbohydrates also give people energy. (Turn over the fourth set of nutrient words.)

Grocery List	Nutrients	(Pictures)
Oranges Carrots Sweet Potatoes	Vitamin A Vitamin C	
Milk Cheese	Protein Calcium Vitamin D	
Eggs Ground Steak	Protein Fats Iron Vitamin B	
Hamburger Buns Cereal	Iron Vitamin B Carbohydrates	

As time ran out for the shopping trip, Grandmother told Andrew that there was one more nutrient. They hurried through the check-out line and drove home.

Andrew remarked, "Grandmother, we found nine secrets to growing strong at the grocery store. Where can we find the tenth one?"

Grandmother replied, "Let's have a glass of water; I'm thirsty. Andrew, many times people forget about water being a nutrient. It helps every cell in the body and helps to keep your temperature regulated." (Turn over the last nutrient word.) "These are some of the nutrients found in the food you eat--vitamins: A, B, C, and D; minerals: calcium and iron; protein; carbohydrates; fats; and water. If you remember to eat the proper amounts and kinds of food and get plenty of exercise and rest, you can grow strong and healthy. Andrew, would you like to help prepare lunch?"

"Sure," replied Andrew, "and I know that I'm on my way to growing strong if I prepare a lunch with the proper NUTRIENTS."

Grocery List	Nutrients	(Pictures)
Oranges Carrots Sweet Potatoes	Vitamin A Vitamin C	
Milk Cheese	Protein Calcium Vitamin D	
Eggs Ground Steak	Protein Fats Iron Vitamin B	
Hamburger Buns Cereal	Iron Vitamin B Carbohydrates	
	Water	

ACTIVITY 36 - OUTCOMES 5, 6, and 24

Materials: • Individual Food Group Chart - one per student (Teaching Materials Section p. 104)

Discuss with students the four basic food groups and the recommended servings per day from each group. Have students give examples of food from each food group.

Distribute three-day Individual Food Group Charts to the students and explain how the chart is to be used. After each meal, have the students write under the appropriate food groups the name of the foods they ate. Assist the students in completing the chart for breakfast and after lunch. Direct students to complete the charts the following morning for foods eaten for dinner on the previous night. On the third day, after all charts have been completed, ask students if their selections reflect balanced diets according to the recommended servings from each group.

Repeat the activity a few days later to determine if students' eating habits have changed.

Extended activity: Have the students plan a balanced diet for an entire day with the family.

ACTIVITY 37 - OUTCOMES 5, 6, and 24

- Materials:
- Variety of labels from food packages (collected by students)
 - Chalkboard
 - Chalk
 - Large box

One or two weeks prior to this activity, ask students to collect a variety of labels from food packages. Discuss the reasons why too much salt and fat are not good for us. Explain that some people who eat too much salt develop high blood pressure, and some people who consume too much fat can develop poor blood circulation and heart trouble.

Tell the students that salt may be listed on labels as "sodium," and that fats may be listed on labels as "oil." Place all food labels collected by the students in a large box. Ask students to select labels from the box and identify the ways sodium and fat are listed on the labels.

Make a list on the chalkboard of the different ways that sodium and fat are listed on the labels. Tell students to read labels carefully before selecting foods to eat.

ACTIVITY 38 - OUTCOMES 5, 6, and 24

- Materials:
- Potato
 - Knife
 - Vegetable peeler
 - Water
 - Bowl or jar

Peel a potato. Cut the potato into small cubes. Place the potato pieces in a clear bowl or jar and add water. Place the bowl or jar on a table. Ask the students to predict changes that will occur when the potatoes are left in water for an extended period of time. Direct students to observe changes during the day. (Students will observe that the water will become cloudy from the starch contained in the potato.) Compare the students' predictions with their observations.

Give students examples of foods that contain starches (potatoes, corn, macaroni). Explain that starches are carbohydrates. Stress that carbohydrates give us energy.

ACTIVITY 39 - OUTCOMES 5, 6, and 24

- Materials:
- Construction paper
 - Markers
 - Scissors
 - Stapler or glue

Ask students to give examples of positive attitudes and behaviors related to good health practices. (Examples might include: bringing a healthy snack to school, eating a nutritious lunch, drinking milk at breakfast, participating in exercise or recreation, or going to the dentist.)

Tell the students to observe their classmates and watch for good health habits. As students are observed using good habits, write or have other students write the students' names and activities on strips of construction paper.

Staple or glue the strips together to form a paper chain. Display the chain in the classroom. As the chain is expanded, drape it over the bulletin board or windows. Reinforce each positive behavior by discussing how important it is for everyone to be responsible for their own good health habits.

HEALTH - 2
HEALTH PRACTICES

TOPIC: WE LEARN ABOUT PERSONAL FITNESS AND HYGIENE

OUTCOMES: 10. Discuss the role of personal fitness and hygiene in combating diseases.

11. Discuss the role of doctors and dentists and how they provide information to be used by the students in establishing proper health habits.

ACTIVITY 40 - OUTCOMES 10 and 11

Materials: • Tape recorder (optional)
• Camera and film (optional)

Invite a doctor, school nurse, dentist or dental hygienist to the classroom to explain the services each provides. Ask dental personnel to demonstrate proper brushing and flossing techniques. Ask doctors or nurses to discuss proper diet, cleanliness, adequate sleep, and adequate rest. If visits cannot be arranged, tape interviews with these health professionals. Make pictures of the professionals at work, to view while listening to the tape.

For additional activities, see a copy of Alabama Smile Keeper (ASK). Workshops for teachers are available through the following contact:

Bureau of Dental Health
Alabama Department of Public Health
Montgomery, Alabama 36104.

ACTIVITY 41 - OUTCOMES 6 and 10

Materials: • Two white eggshells
• Water
• Two empty, clean, clear glass jars
• Regular cola
• Toothbrush
• Toothpaste

Tell students that sugar hurts teeth. Explain that sugar can cause holes or cavities in teeth. Stress that daily brushing of teeth helps prevent the occurrence of cavities.

ACTIVITY 41 - OUTCOMES 6 and 10 (Cont'd)

Explain that eggshells and teeth are both made of calcium. Rinse two white eggshells in water and place each eggshell in a glass jar. Cover one eggshell with water and the other with cola. After a few minutes, have students observe both eggshells. Have students note that tiny bubbles form on the surface of the eggshell in cola. Let the eggshells stay in the liquids overnight. Remove the eggshells the next morning. Compare the eggshells. Point out that the shell from the jar of cola has been stained brown and has slightly disintegrated, but the shell from the water has not been affected.

Using a toothbrush and toothpaste, gently brush a part of the stained eggshell. Show students that the stain can disappear with brushing. Tell students that by brushing teeth, stains and foods that cause cavities are removed.

Adapted from: Health and Nutrition, Macmillian Early Skills Program, 1985.

ACTIVITY 42 - OUTCOMES 5, 6, 10, and 24

Materials:

- Apples, carrots, celery, cake with icing, marshmallows, caramels
- Six knives
- Selected snack foods with no sugar
- Chalkboard
- Chalk

Ask students to name foods they enjoy as snacks. Record the responses on the board. Ask students which ingredients in the listed snacks increase the chances of obtaining cavities.

Select various foods (apples, carrots, celery, cake with icing, marshmallows, and caramels) and cut each with a clean knife. Compare the knives and point out the residue remaining on each knife. Have students note that sticky foods (cake with icing, marshmallows, caramels) leave more residue on the knives. Guide students to understand that the food content left on teeth is much the same as that observed on the knives. Remind the students that there is more chance of tooth decay if large amounts of residue are left on the teeth.

Have the students prepare for a party and serve sugar-free foods, such as vegetables, fruit, popcorn, or cheese. Talk about how eating snacks without sugar helps prevent tooth decay.

Adapted from: Alabama Smile Keeper (ASK)

ACTIVITY 43 - OUTCOMES 5, 10, and 24

Have the students stand in a large area of a gym or play area. Designate one student as "Simon" to call out exercises to all other students. (Examples to be used are: "Simon says, jump on one foot;" "Jump on one foot.") The students must distinguish between commands starting with "Simon Says" and those that do not. Explain to students that they only respond to a command given by Simon. Students who perform a mentioned exercise not prefaced by "Simon Says" must leave the game. After the students perform a variety of physical activities, have all eliminated students return to the group. "Simon" asks the students to role-play poor posture vs. good posture (slumped shoulders, head bent vs. straight shoulders, head held high). At the end of the session, discuss why good posture, exercise, and fresh air affect physical and mental growth and development. Help students understand that being physically fit (strong back, legs, shoulders) is a prerequisite to good posture. Have students share the types of outdoor exercise they enjoy away from school.

ACTIVITY 44 - OUTCOMES 5 and 10

Materials: • Individual Sleep Chart for each student (Teaching Materials Section, p. 105)
• Pencils

Discuss the importance of sleep to overall health. Talk with the students about the following questions:

1. When do you rest?
2. How long do you sleep?
3. How do you feel when you go to bed too late?
4. Why do you think that sleep helps you?

Talk about the amount of sleep needed by children eight to nine years old. (Approximately ten hours per night is recommended.) Distribute individual sleep charts to students. Instruct students to complete the charts for one week. Tell the students to record the hour they go to bed and the hour they wake up each day for one week.

ACTIVITY 45 - OUTCOME 24

Materials: • Materials for exhibits

Organize a health fair. As an individual project, have students create original projects to display at the fair. As a class activity, divide students into small groups and have each group select a topic for exhibition at the fair. Examples of topics are on the following page:

ACTIVITY 45 - OUTCOME 24 (Cont'd)

1. nutrition
2. rest and relaxation
3. personal health
4. grooming
5. posture
6. recreation
7. dental health
8. tobacco and alcohol
9. drugs

Have each group in the class collect information concerning their selected topic. Let students prepare a group display that is descriptive of the selected topic. Provide various materials for students to use for the exhibits. Have students acquire additional resources for the exhibits. Invite other students in the school to the fair to create greater awareness of good health habits.

HEALTH - 2

V. SAFETY PRACTICES

NOTES TO THE TEACHER

Activities in the SAFETY PRACTICES Unit cover these topics:

1. We Learn About Sensing Danger
2. We Learn About Accidents
3. We Learn About Harmful Substances

This Unit addresses safe practices that help prevent accidents and how to avoid harmful substances. The first topic in the Unit, WE LEARN ABOUT SENSING DANGER, teaches students how to use their senses to detect environmental hazards. The second topic, WE LEARN ABOUT ACCIDENTS, stresses the importance of safety rules in the home. This section includes a role-playing activity in which students dramatize accident situations, followed by appropriate ways to respond to the situations.

Many accidents involving young children occur when harmful substances are used. The activities in the third topic, WE LEARN ABOUT HARMFUL SUBSTANCES, give the student opportunities to select healthy snacks from "junk food" and to sort "safe" substances from those that may be harmful. Students also learn about the side effects of harmful substances and the legal consequences associated with their use.

HEALTH - 2
SAFETY PRACTICES

TOPIC: WE LEARN ABOUT SENSING DANGER

- OUTCOMES: 1. Discuss the sense organs and their particular function within the human body.
22. Discuss ways in which the senses help detect environmental hazards.

ACTIVITY 46 - OUTCOMES 1 and 22

- Materials:
- Pictures with a variety of actions or objects
 - Small screen of cardboard or poster board
 - Objects for touching
 - Objects that make sounds
 - Tape recorder (optional)
 - Box

Brainstorm with the students concerning how we use our eyes to sense danger (seeing smoke, an accident about to happen, a hole in the ground). For practice, have the students do the following:

1. describe a picture after seeing it for a few seconds;
2. close their eyes and describe an object or person in the classroom.

Follow the same format for discussing the uses of hearing, emphasizing how this sense organ alerts the student to danger (sirens, bell at railroad crossing, tornado alert on television.)

Have students sit behind a screen (made of cardboard or poster board) and identify sounds. (The sounds may be noises made in the classroom such as drums, whistle, voices; or recorded sounds, such as a siren, lawnmower, telephone, vacuum cleaner, coffeepot, airplane, or animal sounds.)

Use a box filled with various items to initiate a discussion concerning the sense of touch. Blindfold a student. Ask the student to retrieve two like objects from the items in the box. (A variation of this exercise is matching a concealed item with a visible item.)

HEALTH - 2
SAFETY PRACTICES

TOPIC: WE LEARN ABOUT ACCIDENTS

OUTCOME: 23. Discuss causes and means of prevention for various accidents or safety problems.

ACTIVITY 47 - OUTCOME 23

- Materials:
- Pictures of daily activities (crossing street, taking bath, mowing lawn, cooking)
 - Drawing paper - one sheet per student
 - Crayons
 - Pencils
 - Chalkboard or transparency
 - Chalk or transparency pen

Using pictures of various daily activities, discuss potential accidents that might occur in each setting. Ask the students to identify potential hazards. Record the responses on the chalkboard or on a transparency. Ask the students to describe ways each accident could be prevented.

As a follow-up to the discussion, instruct each student to select a hazard from the list on the chalkboard (or transparency). Ask each student to make a poster illustrating the selected hazard.

ACTIVITY 48 - OUTCOME 23

- Materials:
- Props for skits

Lead a discussion by asking students to describe accidents that have occurred in their homes or in a friend's or relative's home. Ask students to discuss ways that the accidents could have been prevented. Include all types of accidents in the discussion (kitchen, poisoning, electrical, suffocation, falls, firearms).

Divide the class into several groups. Have each group designate a family name and family members. Have the "family" discuss accidents that might happen in the home. Have each group select one type of accident to dramatize. Have the "families" dramatize the accidents. Instruct each group to show how the "family" should respond to the accident.

ACTIVITY 49 - OUTCOME 23

- Materials:
- Construction paper (yellow) - one sheet per student
 - Crayons or markers
 - Paper ladder (teacher-made)
 - Whistle
 - Masking tape

Demonstrate the "Stop, Drop, and Roll" procedure that may be used when a person's clothes are on fire. Discuss why a person should cover the face with the hands during this procedure.

Play a game to reinforce the students' understanding of the "Stop, Drop, and Roll" procedure. Before the game, instruct students to make a "flame" using yellow construction paper. Place masking tape on the back of each "flame." Divide the class into two teams. Ask each team to assemble behind a masking tape line. Place the "flames" on the floor beside each team. Put in place a piece of masking tape six-to-eight feet from the starting line. Tell students that at the sound of the whistle, the first member of each team should grab a "flame", tape the "flame" onto the body, go to the starting line, and stop, drop, and roll to the finish line. Observe each student to make sure the procedure is completed correctly. Keep score by having each team member complete a turn and then place the "flame" on a paper ladder. The team with everyone's "flame" on the ladder first wins the game.

HEALTH - 2
SAFETY PRACTICES

TOPIC: WE LEARN ABOUT HARMFUL SUBSTANCES

OUTCOME: 15. Identify the legal consequences associated with a minor's use of alcohol and tobacco.

ACTIVITY 50 - OUTCOME 15

Contact the Safety Education Officer from your area and request a visit to the class to discuss the legal consequences associated with minors' use of alcohol and tobacco. Prior to the visit, ask the students to generate questions to ask the Safety Education Officer. Be certain that the Officer tells the students that school rules do not permit drinking at school and that laws in Alabama do not permit persons below the age of 21 to purchase or drink alcoholic beverages. Instruct the Safety Education Officer to give the rules of the school concerning smoking and tell students that Alabama law states that it is illegal for anyone to sell tobacco products to a person under the age of 19.

(A listing of Safety Education Officers in Alabama is included in the Teaching Materials Section, p. 106.)

ACTIVITY 51 - OUTCOME 15

Materials: • Chalkboard
• Chalk

Remind the students that rules are a common occurrence in their lives. Ask students to name the following:

1. places where rules apply
2. rules that apply to them
3. why rules are needed

Write students' comments on the chalkboard. Comments may resemble the following:

- | | | |
|---------------|---|---|
| 1. Home | 1. Do not run in the house. | 1. You can hurt yourself. |
| 2. Classroom | 2. Do not talk while someone else is talking. | 2. You cannot hear what the other person is saying. |
| 3. Playground | 3. Do not push. | 3. You can hurt someone. |

ACTIVITY 51 - OUTCOME 15 (Cont'd)

Discuss the importance of rules emphasizing some of the following points:

1. Rules tell us what to do or what not to do.
2. Rules tell us how to behave.
3. Rules give directions for maintaining order and keeping us safe.

Ask students if they know the difference between rules and laws. Give students a definition of a law. Emphasize the following points:

1. A law is a rule made by our government.
2. All people are expected to obey laws.
3. Laws give us direction for maintaining order and keeping us safe.
4. Laws have punishments when violated.

Explain to students that some laws have age requirements. Ask the students to give examples of these laws. Possible answers may include:

1. driving
2. voting
3. possessing a gun

Tell students that there are laws that protect children from harmful substances. Explain that it is illegal for adults to sell alcohol (whiskey, beer, wine, wine coolers) and cigarettes to minors.

Ask students why they think it is against the law for someone to sell children alcohol or cigarettes. Possible answers could include the following:

1. Cigarettes and alcohol can make you sick.
2. Alcohol damages the body.
3. Certain amounts of alcohol can even kill young children.
4. Cigarettes cause lots of diseases (heart disease, emphysema, lung cancer).

Ask students what they think should be the punishment for people who sell cigarettes or alcohol to children? (Tell the students that adults who sell cigarettes or alcohol to children can be fined or put in jail.)

Conclude the activity by teaching students the poem on the following page.

ACTIVITY 51 - OUTCOME 15 (Cont'd)

I FOLLOW THE RULES JIVE

I am special.
I care about me.

I follow the rules.
To stay safe and free.

Parents and teachers help me
learn the rules
At home, at play, in the school
classroom.

Police people enforce the law
To help me get along
Wherever I go.

So, remember it's safe
To follow the rules
And say no to drugs
To stay healthy and cool.

by R. Turnham

HEALTH - 2
SAFETY PRACTICES

TOPIC: WE LEARN ABOUT HARMFUL SUBSTANCES

OUTCOMES: 19. Discuss differences in health products in terms of strength, dosage, and side effects and relate this information to measures that will ensure safe use.

33. Tell why some substances are consumed by adults but are more harmful and unacceptable for children: alcohol and tobacco.

ACTIVITY 52 - OUTCOMES 19 and 33

- Materials:
- Two boxes, one labeled "Safe", one labeled "Not Safe"
 - Variety of pictures of household substances, drinks, food, medicines, tobacco products
 - Chalkboard
 - Chalk

Prepare two boxes. Label one box "Safe" and label one box "Not Safe." Discuss the role of the doctor in helping people feel better. Tell the students that one way the doctor helps people feel better is to prescribe medicine. Explain to the students that the doctor prescribes medicine for an individual based on weight, age, size, health status, allergies, and reactions to drugs. Further explain that any medicine prescribed by a doctor should be taken according to the directions on the bottle under the supervision of a parent or adult. Discuss with the students harmful effects that may occur from an overdose of medicine.

Tell students that some substances are safe for adults but are not safe for children. Explain to students that they should only take things orally that have been determined to be safe. Ask the students to name some safe substances. Write them under the heading "Safe" on the chalkboard. Ask students to name some things that are not safe, and write them on the chalkboard under the heading "Not Safe."

Distribute the pictures of medicines, household substances, food, tobacco products, and drinks to the students. Play the game "We Ask First." Have one student be the "parent" and stand beside the prepared boxes. Ask a second student to show a picture and tell why it is safe to put the pictured item in the mouth or why it is not. Direct the student to ask the "parent," "Mother (Father), may I eat this?" Instruct the "parent" to answer, "Yes, it is safe," or "No, it is not safe." Tell the student to place the picture in the appropriate box. Repeat the same process using different pictures.

Adapted from: Strategies for Drug and Alcohol Abuse, Richland School District Two, Columbia, S.C., 1986.

HEALTH - 2
SAFETY PRACTICES

TOPIC: WE LEARN ABOUT HARMFUL SUBSTANCES

OUTCOME: 18. Discuss common household substances, reasons for their use, and the harmful effects on the body when they are misused.

ACTIVITY 53 - OUTCOME 18

- Materials:
- Containers of dangerous substances (bleach, butane, liquid drain cleaner, liquid paper, gasoline, glue, lighter fluid)
 - Containers of beverages (soft drinks in cans and bottles, juice in cans and bottles, milk, water)
 - Two boxes - one labeled "Dangerous" and one labeled "Safe"
 - Large grocery bag for containers

Discuss with the students the importance of only drinking safe substances. Tell the students that the large grocery bag contains items found in homes. Have a student select one item from the bag and describe the use of that substance. Have the student place the item in either the "Dangerous" box or the "Safe" box. Ask other students in the class if they agree with each student's decision. Follow the same procedure having other students choose other items in the bag.

ACTIVITY 54 - OUTCOME 18

- Materials:
- Variety of "junk" items (boxes of various sizes, cardboard tubes, milk cartons)
 - Large box
 - Gravel or sand
 - Aluminum foil
 - Tape
 - Mounted pictures of junk foods and healthy foods
 - Healthy Snacks work sheet (Teaching Materials Section, p. 107)

Have students create a "Junk Food Junkie" that resembles a creature from outer space. Use junk items to construct the body (cardboard tubes for arms, boxes for legs). Stand the legs of the space creature in a large box filled with gravel. Have the students cover the body with aluminum

ACTIVITY 54 - OUTCOME 18 (Cont'd)

foil and add other junk for features, such as an antenna or a control panel. Tape an open box on the front of the "Junk Food Junkie." Distribute pictures of foods to all students. Have each student come to the large box and tell if the food pictured is a junk food or healthy food. Place the pictures of junk food in the box held by the "Junk Food Junkie." Place the pictures of healthy foods outside the box. Take out all cards in the space-creature's box and discuss the reasons each food is not healthy (caffeine in food or drink, too much salt, too much sugar). To reinforce this concept, have students color the Healthy Snacks work sheet.

HEALTH - 2
SAFETY PRACTICES

TOPIC: WE LEARN ABOUT HARMFUL SUBSTANCES

OUTCOME: 20. Discuss the influence of advertising on consumption of health products.

ACTIVITY 55 - OUTCOME 20

Materials:

- Magazines
- Scissors
- Drawing paper
- Crayons

Provide magazines for the students. Tell students to cut out advertisements for tobacco and alcohol. Have students share the pictured ads and discuss how the people in the ads look (happy, healthy). Point out that smoking and alcohol are bad habits that are dangerous to our health. Lead students to the conclusion that advertisements can give false impressions or emphasize only one side of the story.

Ask the students to draw an advertisement that tells the truth about tobacco and alcohol. (Examples: person involved in a wreck while drinking alcohol, person coughing)

HEALTH - 2

VI. HELPFUL AND HARMFUL CREATURES

NOTES TO THE TEACHER

Activities in the HELPFUL AND HARMFUL CREATURES Unit cover the following topic:

1. We Learn About Microorganisms

This Unit introduces students to the world of tiny plants and animals called microorganisms. Students learn that some microorganisms are helpful and some are harmful.

The concepts covered in this Unit are very abstract for young minds. This material may be taught most effectively during times of the year when students are experiencing infectious illnesses.

HEALTH - 2
HELPFUL AND HARMFUL CREATURES

TOPIC: WE LEARN ABOUT MICROORGANISMS

OUTCOMES: 7. Relate various types of germs to the diseases they cause.

9. Discuss ways in which microorganisms are beneficial and harmful.

ACTIVITY 56 - OUTCOMES 7 and 9

- Materials:
- Background Information (Teaching Materials Section, p. 108)
 - Visual of different types of germs (Teaching Materials Section, p. 109)
 - Copy of poem, "Germs" - one per student (Teaching Materials Section, p. 110)
 - Chart labeled with four types of microorganisms (See the illustration below.)
 - Marker

Distribute a copy of the poem, "Germs," to each student. Read the poem to the students. Have the students read the poem together orally.

Introduce and lead a discussion related to various types of germs and the diseases caused by them. Prior to the activity, prepare a chart to be used for class discussion as follows:

Bacteria	Viruses	Fungi	Protozoa

Give the students background information on microorganisms. Place the visuals of the germs with the labels of microorganisms from the chart. Save the chart for use throughout the Unit. Discuss the following diseases and identify the type of germ that causes each disease.

<u>Bacteria</u>	<u>Viruses</u>	<u>Fungi</u>	<u>Protozoa</u>
Strep Throat	Chickenpox	Athlete's Foot	Malaria
Pneumonia	Mumps	Ringworm	Sleeping Sickness
Tuberculosis	Measles		
Diphtheria	Rabies		
Tetanus	Common Cold		

ACTIVITY 56 - OUTCOMES 7 and 9 (Cont'd)

NOTE: Only types of germs and drawings are included on the chart. Have the students add the names of diseases.

This experience can be followed with a visit to a clinical laboratory to see how microbes grow. A microbiologist may be invited to visit the class to discuss helpful and harmful microbes.

ACTIVITY 57 - OUTCOME 9

- Materials:
- Orange
 - Bowl
 - Cotton balls
 - Water
 - "The Discovery of Penicillin" story (Teaching Materials Section, p. 111)

Place an orange in a bowl. Put wet cotton balls around the inside of the bowl but do not directly touch the orange with the cotton balls. Place the bowl in a damp, dark, cool place for three days.

On the third day, remove the orange from the bowl and have students observe the changes. Explain to the students that the mold growing on the orange is helpful. State that this microorganism (mold) produces penicillin. Tell students that penicillin is a medicine doctors prescribe for certain illnesses. Read "The Discovery of Penicillin" story to the students.

Discuss other ways in which microorganisms are helpful. Explain that microorganisms help leaves rot so the earth is not covered with leaves; they help a person or animal digest food; and they help form butter, cheese, and sour cream from milk.

ACTIVITY 58 - OUTCOME 9

Materials: • Recipe for Yogurt (Teaching Materials Section, p. 112)

Ingredients for Yogurt

- 1 large can evaporated milk
- 3 tablespoons plain yogurt
- 1/2 teaspoon unflavored gelatin
- 3 cups powdered milk
- Water
- Covered bowl (oven-safe)
- 2 spoons (measuring and large wooden)
- Large toaster oven
- Small burner
- Fruit (blueberries, strawberries, banana)

Tell students that yogurt is made when bacteria (microorganisms) grow in warm milk. State that this is an example of helpful bacteria. Explain that although bacteria cannot be observed growing, the results of the action can be observed. State that heat makes the bacteria grow.

Warn students that when they taste the prepared yogurt, they may think it is sour. Explain that this is the reason for adding fruit.

Using the recipe, make yogurt with the students.

(Safety around electrical appliances should be discussed and considered prior to any cooking activity. Students may make the recipe at home if cooking at school is not possible. Students can report the results of the cooking experience at school the next day.)

Adapted from: Kathy Faggella. Concept Cookery. Bridgeport, CN: First Teacher Press, 1985, page 79.

ACTIVITY 59 - OUTCOME 9

Materials: • Teacher-made work sheet (See the example on the following page.)
• Chalkboard
• Chalk

Review the definition of a microorganism (Background Information, Teaching Materials Section, p. 108). Explain that some microorganisms are harmful and that others are helpful. Make a list of foods and diseases that indicate harmful or helpful microorganisms and write them on the board. On the work sheet, have students draw a smiling face to indicate a "good" germ and a frowning face to indicate a "bad" germ.

ACTIVITY 59 - OUTCOME 9 (Cont'd)

Example of work sheet:

HELPFUL OR HARMFUL	
1. cheese _____	7. vinegar _____
2. measles _____	8. polluted water _____
3. pickles _____	9. spoiled food _____
4. colds _____	10. yogurt _____
5. fever _____	11. butter _____
6. buttermilk _____	12. tooth decay _____

Review students' responses to be certain that answers are correct.

HEALTH - 2
HELPFUL AND HARMFUL CREATURES

TOPIC: WE LEARN ABOUT MICROORGANISMS

OUTCOME: 8. Identify infectious and noninfectious diseases, their symptoms, and methods of transmission.

ACTIVITY 60 - OUTCOME 8

Materials: • Mirror
 • Tissues - one per student

Ask a student to take a deep breath and breathe onto a mirror. Show the amount of water droplets that pass from the student's mouth to the mirror. Repeat as often as necessary for students to comprehend how infectious diseases pass through the air from an infected person to those who are well.

Give each student a tissue. Ask students to cough into a tissue and feel the pressure of the air forced from the mouth by coughing. Repeat the same activity with sneezing.

Explain that diseases are spread through the air by breathing. (Use the mirror as an example.) Ask students to speculate about spreading diseases through coughing and sneezing. Stress that diseases are spread in ways other than through the air.

ACTIVITY 61 - OUTCOME 8

Materials: • Tape recorder (optional)
 • Chart paper
 • Markers

Write the word INFECTIOUS at the top of a chart. Lead a discussion concerning the common infectious illnesses experienced by the students during the school year. List student responses on a chart. Be sure that the following diseases are included:

1. colds
2. flu
3. measles
4. mumps
5. chickenpox

Explain that infectious diseases are passed from one person to another.

ACTIVITY 61 - OUTCOME 8 (Cont'd)

Write the word NONINFECTIOUS on another chart. List the following noninfectious diseases on the chart:

NONINFECTIOUS

heart problems
diabetes
hypertension
cancer
sickle cell anemia

Ask students if anyone in their family has any one of the noninfectious diseases listed. Explain that noninfectious diseases are not passed from the sick person to others.

Ask the students with family members that have a noninfectious disease to interview the person. Give the students the following sample questions to ask the person:

1. How did you discover this health problem?
2. Do you take medicine for this health problem?
3. Do you eat special foods?
4. Does exercise help or hinder your health problem?
5. How does your health problem make you feel?

NOTE: This activity would be enhanced if students could interview the family persons by using tape recorders.

Retain the chart of infectious diseases for Activity 62.

ACTIVITY 62 - OUTCOME 8

Materials:

- Chart of infectious diseases prepared for Activity 61
- Mirror
- Tissues
- Chart of diseases, methods of transmission, and preventions (See the chart on the following page.)

Briefly review the infectious diseases listed on the chart from Activity 61.

ACTIVITY 62 - OUTCOME 8 (Cont'd)

Use the following chart to discuss the ways each disease may be transmitted and prevented.

DISEASE	METHOD OF TRANSMISSION	PREVENTION
Colds	Air Contact with sick people	No vaccine; keeping bodies healthy
Measles	Air Contact with sick people	Vaccine; usually immune after having disease
Mumps	Air Contact with sick people	Vaccine; usually immune after having disease
Chickenpox	Air Contact with sick people	No vaccine; usually immune after having disease
Polio	Air	Oral immunization with booster

ACTIVITY 63 - OUTCOME 8

Materials: • Germs Work Sheet - one per student, (Teaching Materials Section, p. 113)
• Chalkboard
• Chalk

Present the following information to students:

1. Diseases are spread through the air by breathing, coughing, sneezing, yawning, and talking. (Review Activity 60.)
2. Insects can also give diseases to people by biting them or by carrying germs on their feet and other parts of their bodies. (Examples: flies, roaches, and mosquitoes)

Write the following words on the board: mouth, air, sick, feet, bite. Give each student a work sheet. Have students complete the work sheet using the words written on the board. Use the following answer key:
1. air 2. mouth 3. feet 4. bite 5. sick.

HEALTH - 2

VII. CHOICES

NOTES TO THE TEACHER

Activities in the CHOICES Unit cover the following topic:

1. We Learn About Harmful Substances

Children grow in self-esteem and self-confidence when they are involved in making choices. Making choices provides opportunities and experiences that shape the lives of all persons.

The activities in this Unit are designed to help second-graders develop respect for their bodies and guide them to say "No" to alcohol, tobacco, drugs, and other harmful substances. Students may recognize that there is no need to use any of these harmful substances.

Other activities in this Unit suggest strategies that enable students to cope with abuse from others. Exercise a great deal of sensitivity and care in lesson presentations due to the subject matter of this Unit. Prior to the introduction of this material, it would be helpful to communicate with parents about the content.

The information in the "McGruff's Drug Prevention and Child Protection Program" may be used as a valuable resource in this Unit of study.

HEALTH - 2
CHOICES

TOPIC: WE LEARN ABOUT HARMFUL SUBSTANCES

- OUTCOMES: 17. Recognize that individuals avoid dangerous substances in different ways.
30. Discuss ways an individual's strengths can lead to avoidance of nicotine and alcohol.
31. Generate a variety of ways to just say "No" to substance abuse in a convincing manner.

ACTIVITY 64 - OUTCOMES 17, 30, and 31

- Materials:
- "Yes" and "No" circle patterns - two "No" patterns per student and two "Yes" patterns per student (Teaching Materials Section, pp. 114-115)
 - Ice cream sticks - two per student
 - Glue
 - Scissors

Have students make "Yes" and "No" signs by following the directions on the "Yes" and "No" circle patterns.

Explain to the students that they will hear some stories about boys and girls their ages and will play a Yes/No game. Tell students that in order to play the game, they must listen carefully to know if they should hold up the "Yes" sign or the "No" sign. Have students hold up the appropriate sign after listening to each story. (More stories may be written to add to the game.) Following each story in the game, allow students to discuss ways that saying "NO" protected the people in the story from being exposed to harmful substances.

Story Number 1

Wiley and Frederick were playing basketball. They met some older boys who were chewing tobacco. The older boys asked Wiley and Frederick if they wanted to try some chewing tobacco. What should Wiley and Frederick say? (No)

Story Number 2

Eddie and Charlotte's mother and father both work. Eddie and Charlotte usually arrive home from school before their parents return from work. The children have a key to let themselves into the house. One day Eddie opened the refrigerator and saw some beer. He said, "Let's try some beer before Mom and Dad get home." Should Eddie and Charlotte try the beer? (No)

ACTIVITY 64 - OUTCOMES 17, 30, and 31 (Cont'd)

Story Number 3

Leslie spent the night with a friend. Her friend's big sister was smoking a cigarette. "Hey, girls, don't you want me to light a cigarette for you?" asked the older sister. What should Leslie and her friend say? (No)

Story Number 4

Tommy's uncle smoked cigars. One day his uncle left a cigar in the ash tray. Tommy wanted to blow smoke rings like his uncle did. He thought about picking up the cigar and trying to smoke it, but he left it alone. Did Tommy do the right thing? (Yes)

Story Number 5

Laura's mother takes pills for her sinus headaches. She keeps the pills in the medicine cabinet. One day Laura felt bad. She took one of her mother's pills. Should Laura have taken the pill to help her feel better? (No)

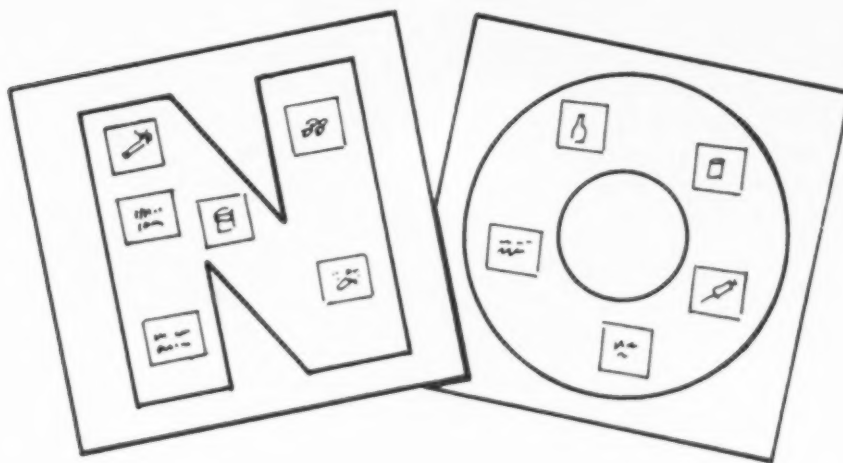
Story Number 6

Sammy's parents owned a small grocery store and service station. His father sold snuff. One afternoon when his father went outside to pump gas, Sammy took some snuff and tasted it. Sammy got sick. His father told him that the nicotine in the snuff made him sick. Do you think that Sammy will ever put snuff in his mouth again? (No)

ACTIVITY 65 - OUTCOME 31

Materials: • Large "NO" posters - 22" x 28" (See the illustration below.)
• 3" x 5" cards - one per student)
• Pencils
• Crayons

Tell students to illustrate and write the name of a substance that can be harmful to them on a 3" x 5" card. Place these cards on the large "NO" graph as shown below and display in the classroom.



ACTIVITY 66 - OUTCOMES 17 and 30

Materials: • Answer Cards (Teaching Materials Section, p. 116)

Work with groups of ten students at a time. Distribute the Answer Cards. Explain to students that each one has a word written on a card that completes a statement. Tell students to listen to the statements to determine if they hold the card with the correct answers. Ask students to read the card to the group if they have the correct answer. Read the following statements:

1. Beer, wine, and whiskey contain (ALCOHOL).
2. Alcohol is a type of (DRUG).
3. An alcoholic beverage made from grapes is called (WINE).
4. Coffee and tea both contain a drug called (CAFFEINE).
5. Caffeine can be found in many (SOFT DRINKS).
6. A parent's or doctor's permission is needed to take (PILLS).
7. A common alcoholic beverage is called (WHISKEY).
8. An alcoholic beverage some people drink from a can is called (BEER).

ACTIVITY 66 - OUTCOMES 17 and 30 (Cont'd)

9. A harmful substance found in tobacco products is called
(NICOTIENE).
10. Some common tobacco products are cigarettes, chewing tobacco, and
(CIGARS).

Adapted from: "Michigan Model for Comprehensive School Health Education," Grade 2.

ACTIVITY 67 - OUTCOMES 17, 30, and 31

Materials: • Choral Reading - one per student

Explain to students that alcohol can harm many parts of the body, including the brain, stomach, heart, and liver. Have students participate in the following choral reading:

ALCOHOL CAN HURT YOU

Verse 1 If you're short or tall
 If you're big or small
 If you're thin or fat
 Just listen to my call
 'Cause this is for you all

Chorus: It can hurt you
 It can hurt you
 Alcohol can hurt you
 You don't need it
 You don't need it
 You don't need it at all

Verse 2 Every boy and girl
 In the whole wide world
 Ought to stop and think
 They don't need to drink
 In summer, spring, and fall
 And winter seasons all
 Stay away from alcohol

Spoken Some kids think it's real grownup to drink alcohol,
 but it isn't. Alcohol hurts almost every part of
 your body. Too much alcohol can even kill you! Do
 yourselves a favor--don't drink alcohol.

Repeat Verse 1

Repeat Chorus

Repeat Verse 2

Stay away from alcohol

Stay away from alcohol

Taken from: "McGruff's Drug Prevention and Child Protection Program",
San Diego, 1986.

HEALTH - 2
CHOICES

TOPIC: WE LEARN ABOUT HARMFUL SUBSTANCES

- OUTCOMES: 13. Define physical and sexual abuse and know when and how to approach a responsible adult to report such abuse.
34. Select strategies that would be useful in coping with abuse from others.

ACTIVITY 68 - OUTCOMES 13 and 34

SPECIAL NOTES

Due to the sensitive nature of this subject matter, the following stories should be presented in a way that teachers and students feel comfortable. These stories are designed not only to help students become aware of potentially harmful situations but also to help them understand that there are times when it is all right to say "No" to a grown up.

In many areas of the state, trained representatives from the Mental Health Department or the Public Health Department are available to talk to the class about physical abuse and sexual abuse. Another helpful resource for teaching this unit is ALABAMA CARES, A Guide to Personal Safety, K-1, Bulletin 1986, No. 41.

Read the following stories to the students.

Story Number 1

Susan loved to play with dolls. She collected dolls. Her favorite dolls were rag dolls.

One day a lady who lived in her neighborhood named Mrs. Hughes said, "Susan, I have some new Raggedy Ann and Andy dolls. If you will come to my house now, I'll show them to you."

Susan knew that she was not to go to anyone's house without her mother's permission. She told this to Mrs. Hughes.

Then, Mrs. Hughes said, "Oh, I'm sure it will be fine. You must see these dolls. Let's make this our little secret."

Susan did not feel right about having a secret with a grown-up. So, she said, "No, ma'am, I cannot go to your house without my parents' permission." Susan turned around and walked home. She talked to her parents about what happened that day. They were proud of her for doing the right thing.

ACTIVITY 68 - OUTCOMES 13 and 34 (Cont'd)

Follow-up activities may include role playing and discussing types of secrets. Assure students that they can talk to their teachers as well as their parents if a situation is bothering them.

Materials:

- Kinds of Touches work sheet - one per student, (Teaching Materials Section, p. 117)
- Pencils - one per student

Story Number 2

Jan's Uncle Rick was very nice. He was always buying little presents for Jan. One afternoon Uncle Rick came to stay with Jan while her parents were shopping. At first, he sat down next to Jan and told her funny stories. They were laughing and having fun. Then, he started touching Jan in a way that made her feel uneasy. It didn't feel good like a hug from Grandfather. Jan knew that if anyone, including Uncle Rick, touched her in a way that made her feel uncomfortable, she could say "No." That's just what Jan told Uncle Rick.

When Jan's parents arrived home, she talked to them about what happened that day. Jan's parents told her that she shouldn't feel guilty or bad about what happened. They also told her that they were proud of her for not being afraid to tell them what had happened.

Have students discuss the kinds of touches described on the Kinds of Touches and put circles around the touches they like. During the discussion focus on "good touching" rather than on "bad touching." Examples of kinds of positive touches are: holding hands with parents or friends, being kissed by someone you love, and having the hair brushed.

ACTIVITY 69 - OUTCOMES 13, 17, 30, 31, and 34

Materials:

- Large mailbox (Teaching Materials Section, p. 118)
- 3 boxes
- Masking tape
- Poster board
- Glue
- Matte knife
- Blue-grey paint or construction paper
- Paper
- Pencils

Explain to the students that they may write letters or questions about any of the topics covered in this Unit and place them in the large mailbox. Some students may feel more comfortable writing their questions

ACTIVITY 69 - OUTCOMES 13, 17, 30, 31, and 34 (Cont'd)

or concerns than discussing them in a large group setting. Student understanding of the topic may be evaluated through reading the letters. Allow time to share letters and questions with the students.

ACTIVITY 70 - OUTCOME 13

- Materials:
- "Building a Healthy House" patterns (Teaching Materials Section, p. 119)
 - "Building a Healthy House" spinner (one per team of three to five students) (Teaching Materials Section, p. 120)
 - Brads (one per spinner used in game)
 - "Building a Healthy House" game cards (one set per team) (Teaching Materials Section, pp. 121-124)
 - Plastic bags (1 per complete "Healthy House")
 - Construction paper - assorted colors
 - Scissors
 - Pencils
 - 1 Small Box

Prior to this activity, divide the class into teams of three to five members. Have each team trace the patterns for the "Healthy House" on construction paper. Store each "Healthy House" in a plastic bag for future use.

Group the members of each team together in the classroom. Give each team a plastic bag with the "Healthy House" parts. In turn, have the teams draw a game card, read the statement, and decide if the practice is a healthy or unhealthy decision. (Assist students if needed.) If the answers are correct, have them spin the spinner and begin to build the "healthy house." Direct students to add a part to the house for each correct response. State that the first team to build the entire house wins the game.

(This game may be used as a culminating activity towards the latter part of the school year. Many of the outcomes addressed in this Health Curriculum Guide are included in this activity.)

GRADE 2

OUTCOMES

I. GROWTH AND DEVELOPMENT

1. Discuss the sense organs and their particular function within the human body.
2. Describe how all living things resemble their ancestors.
3. Understand that all living things have a beginning and an end (life span), and discuss changes that occur as they grow and develop.
4. Identify parts of the respiratory system, explain their functions, and describe the relationship between specific practices and respiratory health.

II. INFLUENCES ON HEALTH

5. Discuss ways in which the following factors affect physical and mental growth and development: nutrients, adequate food, fresh air, proper diet, sleep/rest, exercise, proper posture, and positive attitude/self-concept.
6. Discuss nutrients and their role in the four basic food groups as the basis for eating a balanced diet which will allow proper physical and mental development.
7. Relate various types of germs to the diseases they cause.
8. Identify infectious and noninfectious diseases, their symptoms, and methods of transmission.
9. Discuss ways in which microorganisms are beneficial and harmful.
10. Discuss the role of personal fitness and hygiene in combating diseases.

III. RESPONSIBLE CONSUMERISM

11. Discuss the role of doctors and dentists and how they provide information to be used by students in establishing proper health habits.
12. Discuss responsibilities of students at home and at school.
13. Define physical and sexual abuse and know when and how to approach a responsible adult to report such abuse.
14. Distinguish between needs, wants, and habits; explain how each influences decision making.

15. Identify the legal consequences associated with a minor's use of alcohol and tobacco.
16. Discuss the role of various health officials/agencies and how they disseminate health information.
17. Recognize that individuals avoid dangerous substances in different ways.
18. Discuss common household substances, reasons for their use, and the harmful effects on the body when they are misused.
19. Discuss differences in health products in terms of strength, dosage, and side effects and relate this information to measures that will ensure safe use.
20. Discuss the influence of advertising on consumption of health products.
21. Discuss the various types of communities and environments in which people live.
22. Discuss ways in which the senses help detect environmental hazards.
23. Discuss causes and means of prevention for various accidents or safety problems.
24. Develop and demonstrate a positive attitude toward the following practices and situations: nutrition, relaxation, personal health, rest, recreation, and visits to doctors and dentists.
25. Identify the different types of family structures and factors that influence family size; discuss the effects that individual family members have on family health.
26. Evaluate different means of coping with problems that result from sudden change in family composition.
27. Practice good manners in various situations.
28. Discuss self-discipline.
29. Define and discuss frustration, disappointment, and elation as elements of learning.
30. Discuss ways an individual's strengths can lead to avoidance of nicotine and alcohol.
31. Generate a variety of ways to just say "No" to substance abuse in a convincing manner.
32. Demonstrate the belief that all individuals are worthwhile, unique, and special.

33. Tell why some substances are consumed by adults but are more harmful and unacceptable for children.
34. Select strategies that would be useful in coping with abuse from others.

"Feelings" Stick Puppet Patterns



"happy"



"angry/upset"



"surprised"

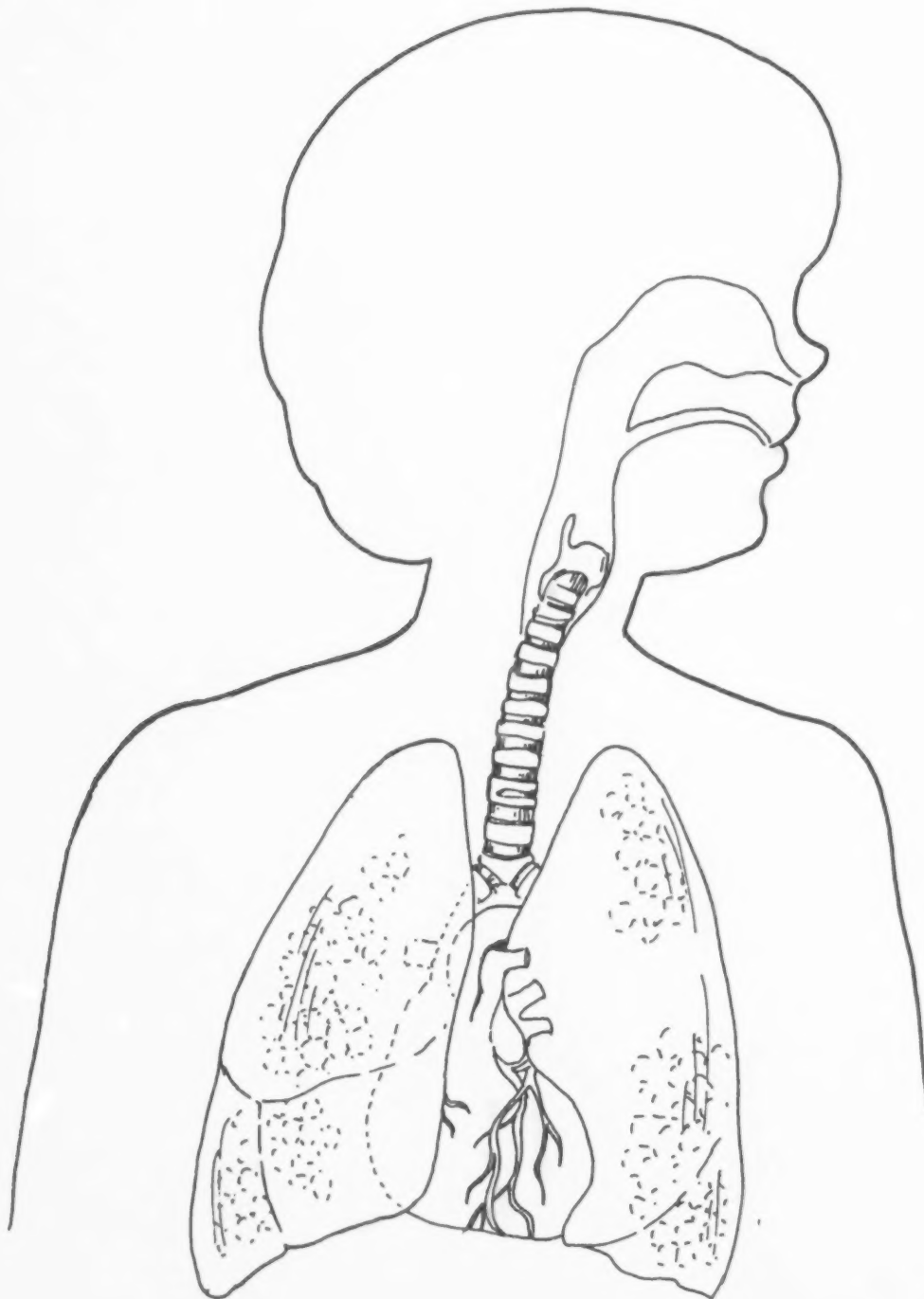


"sad"

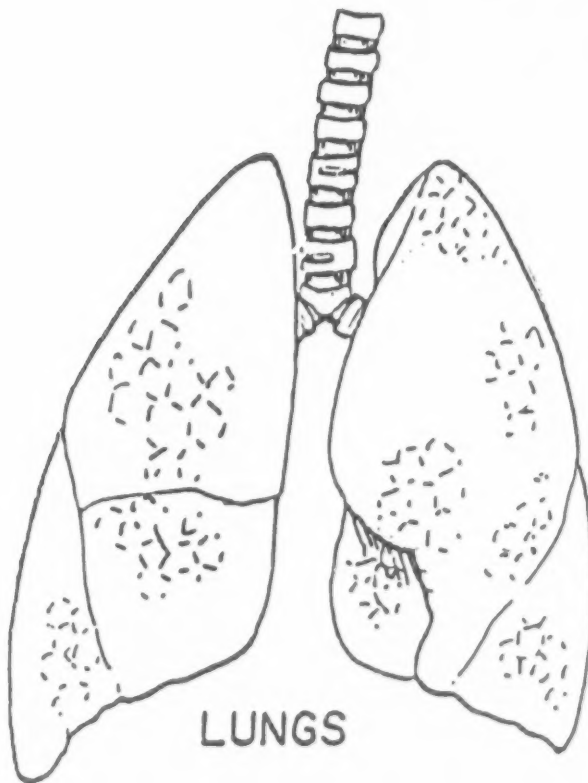


"calm"

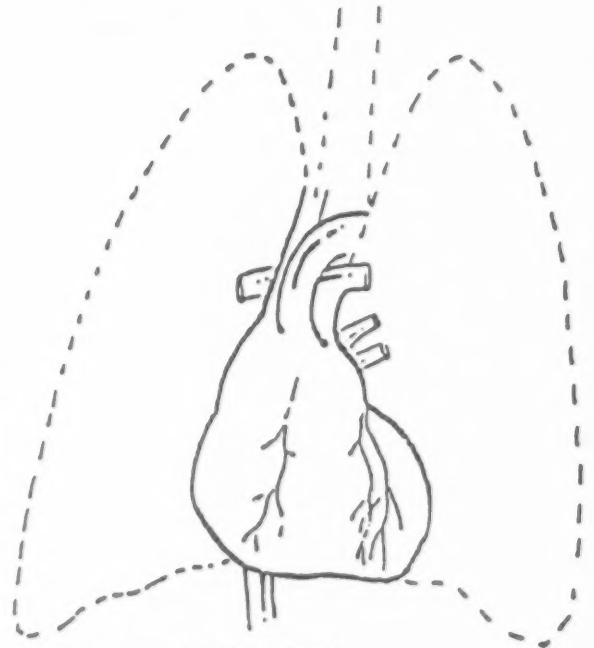
Diagram of the Respiratory System



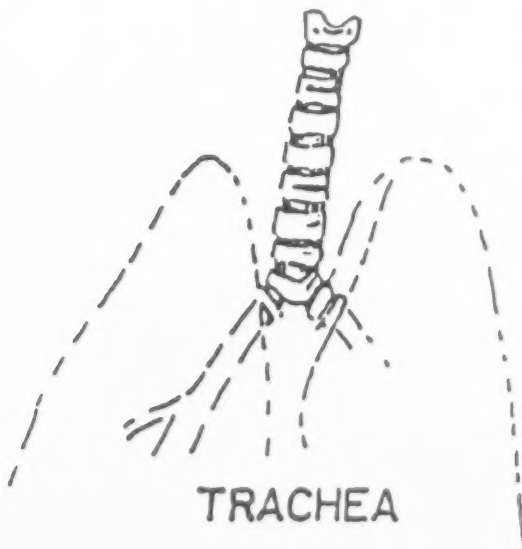
Parts of the Respiratory System



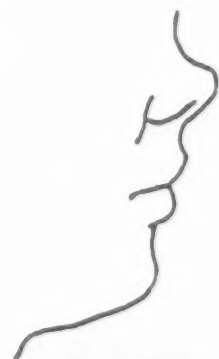
LUNGS



HEART

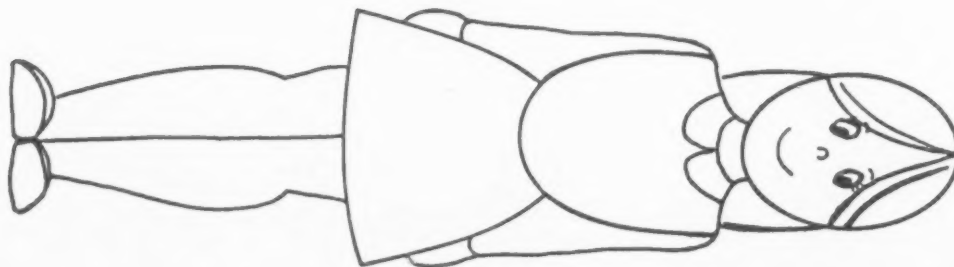
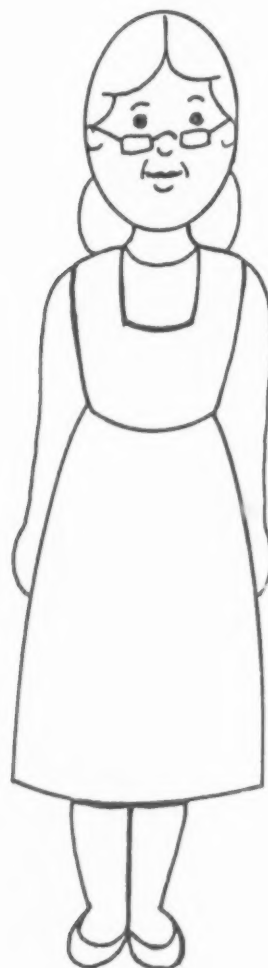
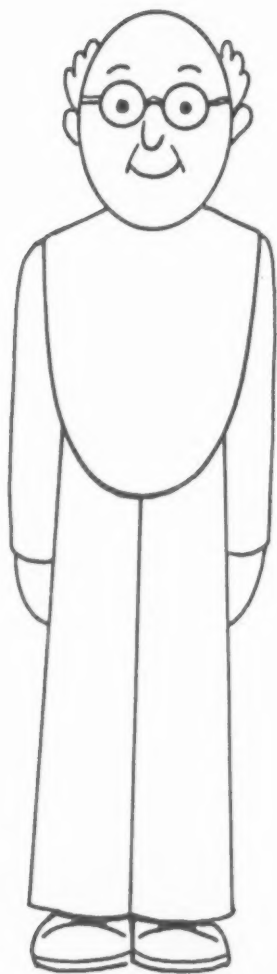


TRACHEA

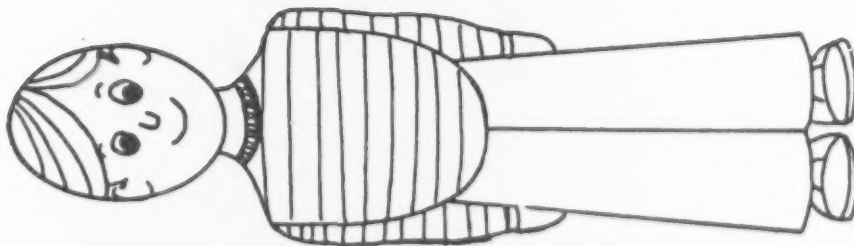
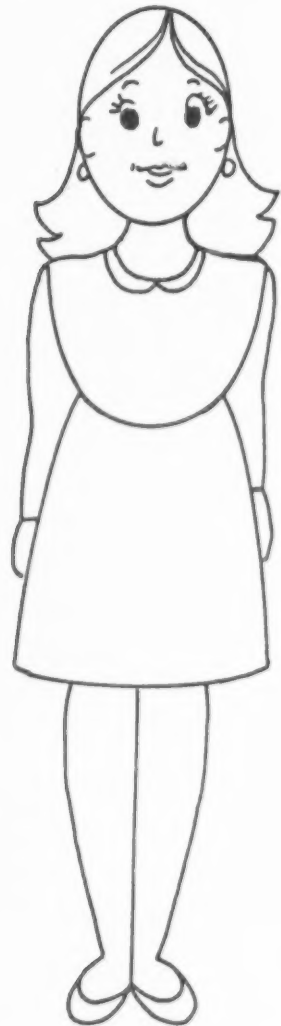
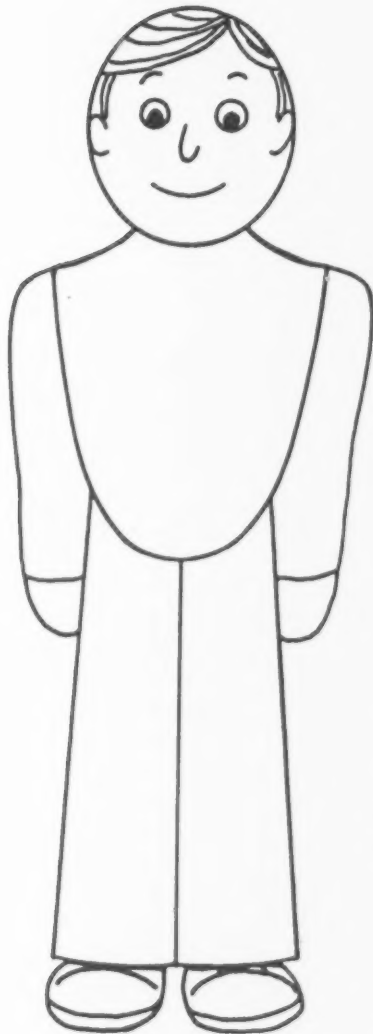


NOSE and
MOUTH

Family Members



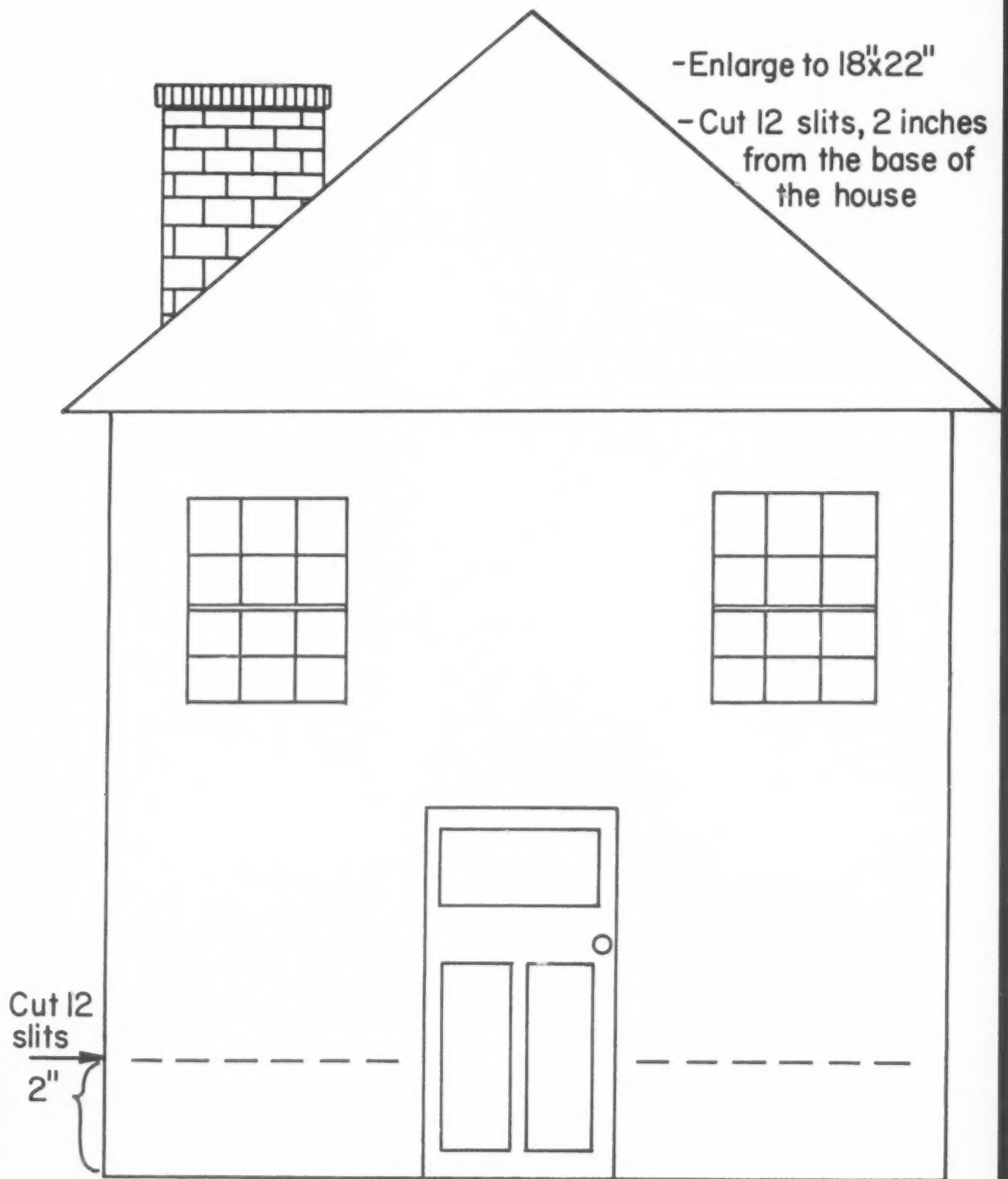
Family Members



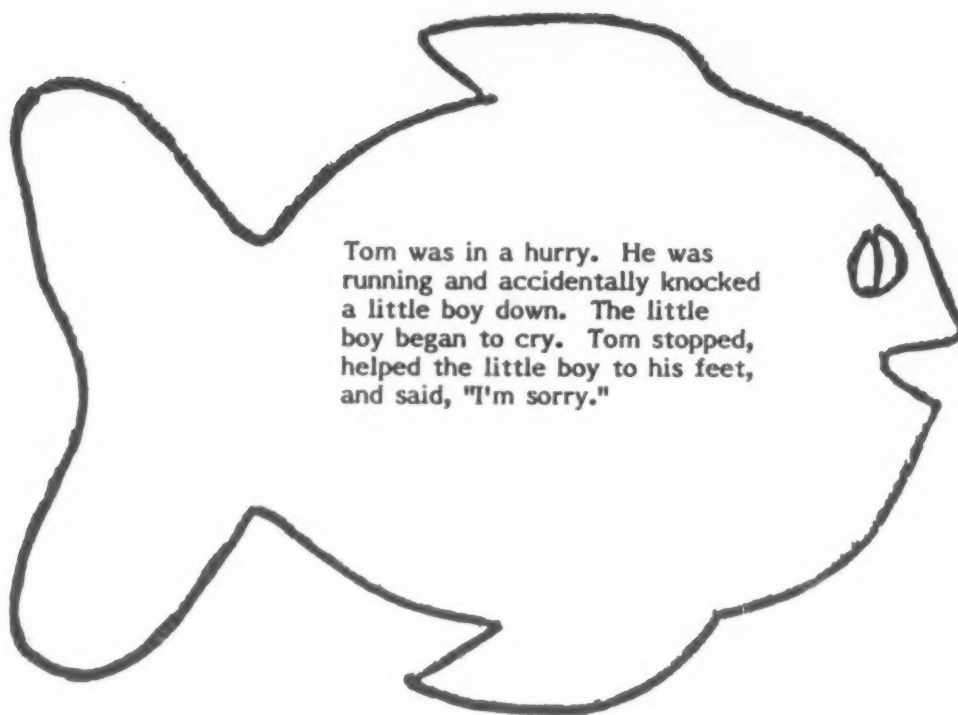
House Pattern

-Enlarge to 18"x22"

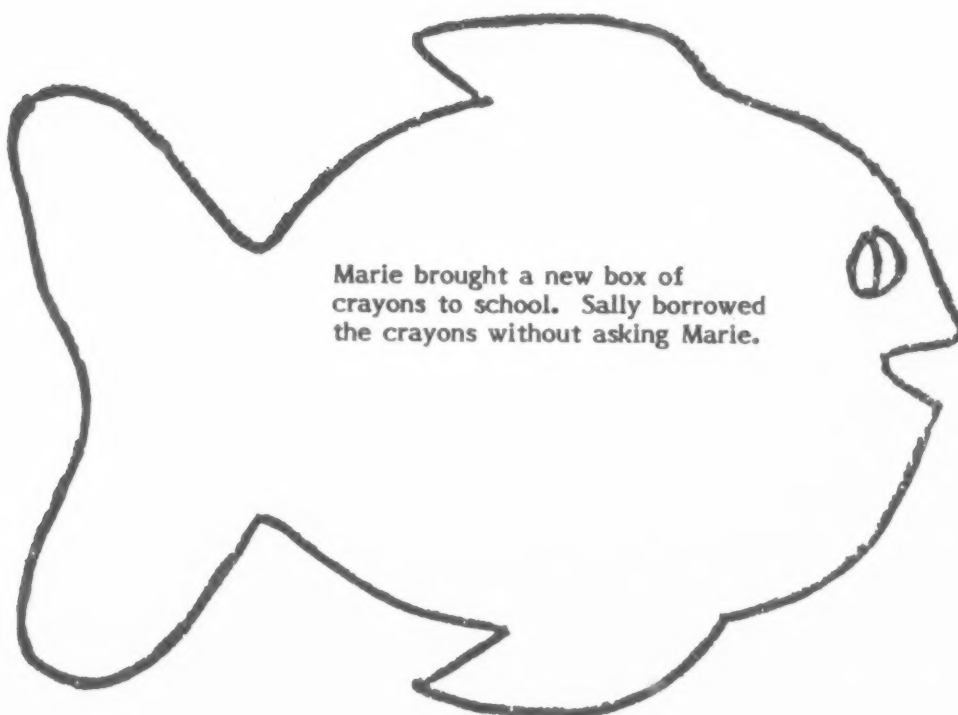
-Cut 12 slits, 2 inches
from the base of
the house



SITUATIONAL FISH

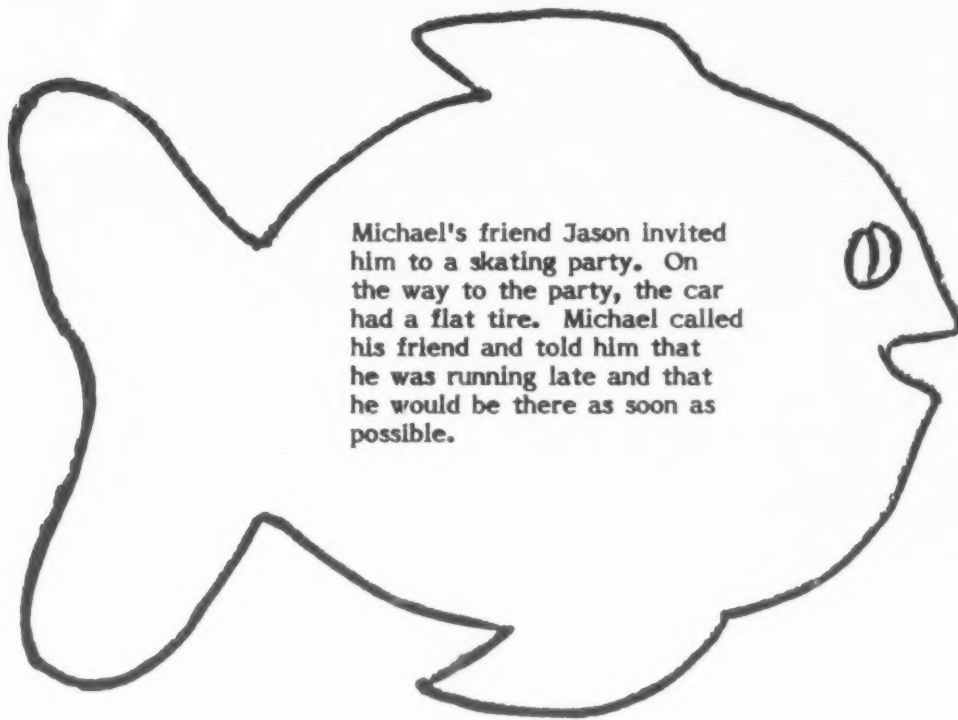


Tom was in a hurry. He was running and accidentally knocked a little boy down. The little boy began to cry. Tom stopped, helped the little boy to his feet, and said, "I'm sorry."

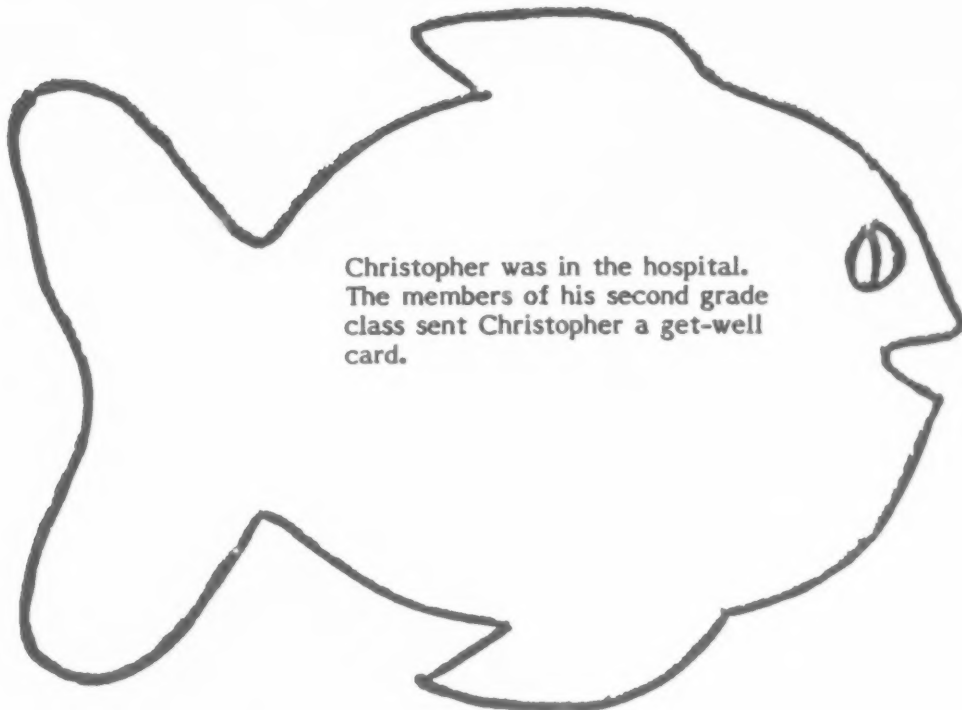


Marie brought a new box of crayons to school. Sally borrowed the crayons without asking Marie.

SITUATIONAL FISH



Michael's friend Jason invited him to a skating party. On the way to the party, the car had a flat tire. Michael called his friend and told him that he was running late and that he would be there as soon as possible.

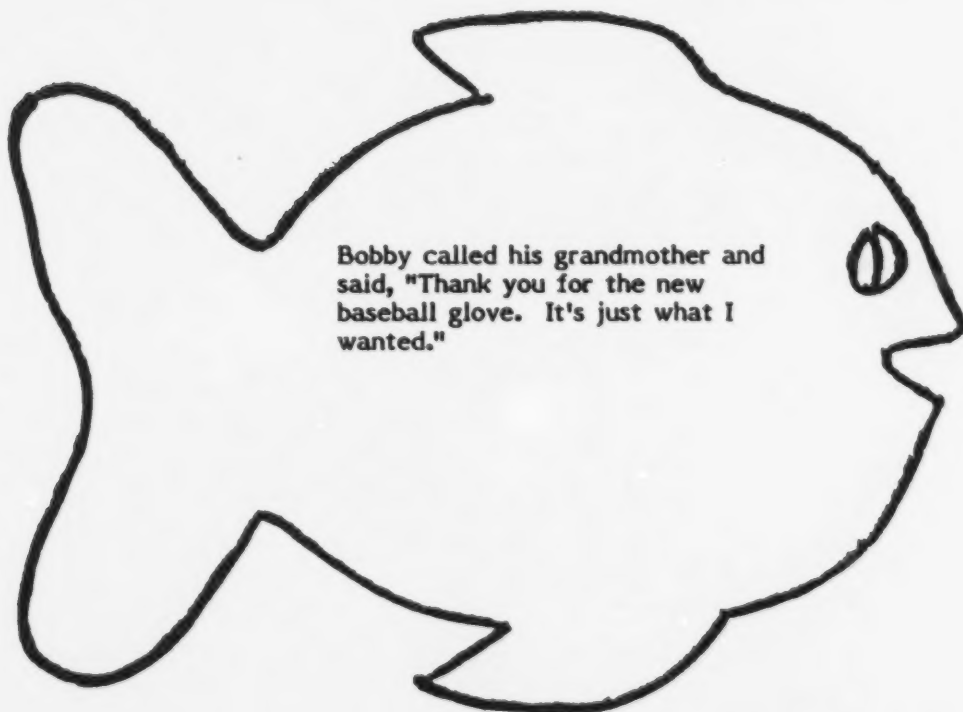


Christopher was in the hospital. The members of his second grade class sent Christopher a get-well card.

SITUATIONAL FISH

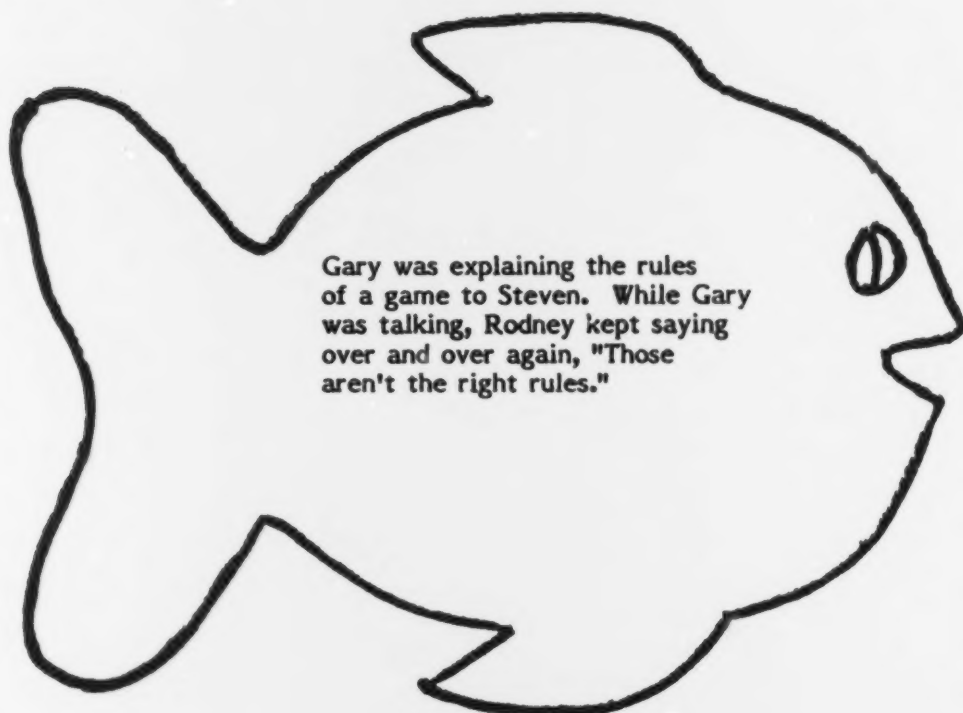
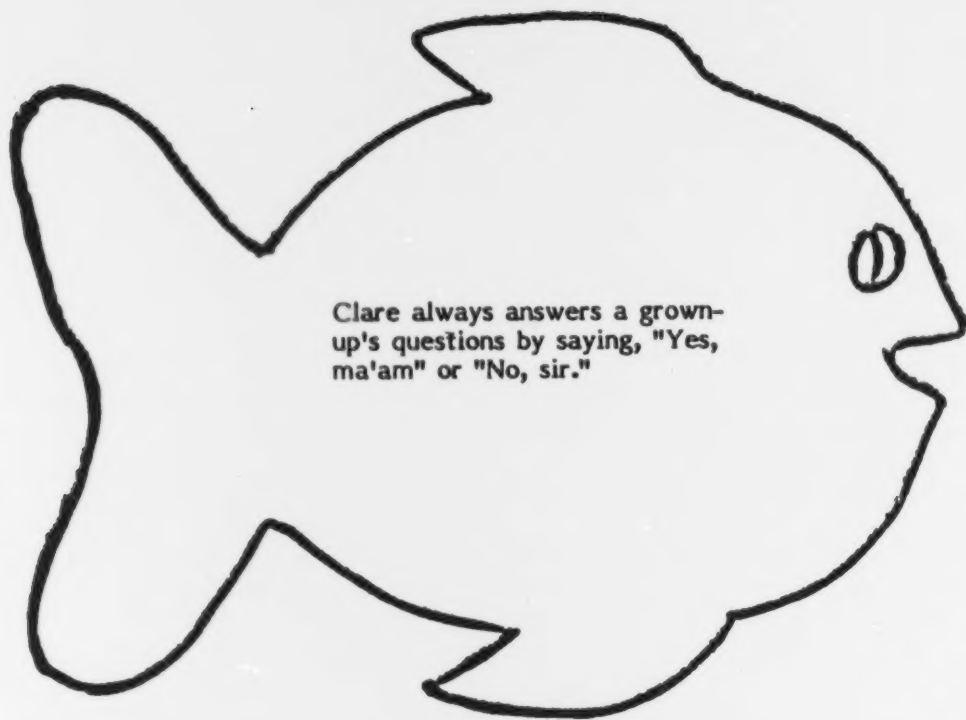


Diane's friends wanted her to play with them. "Diane, Diane," they called over and over again. Diane didn't feel like playing with them. She pretended not to hear them.

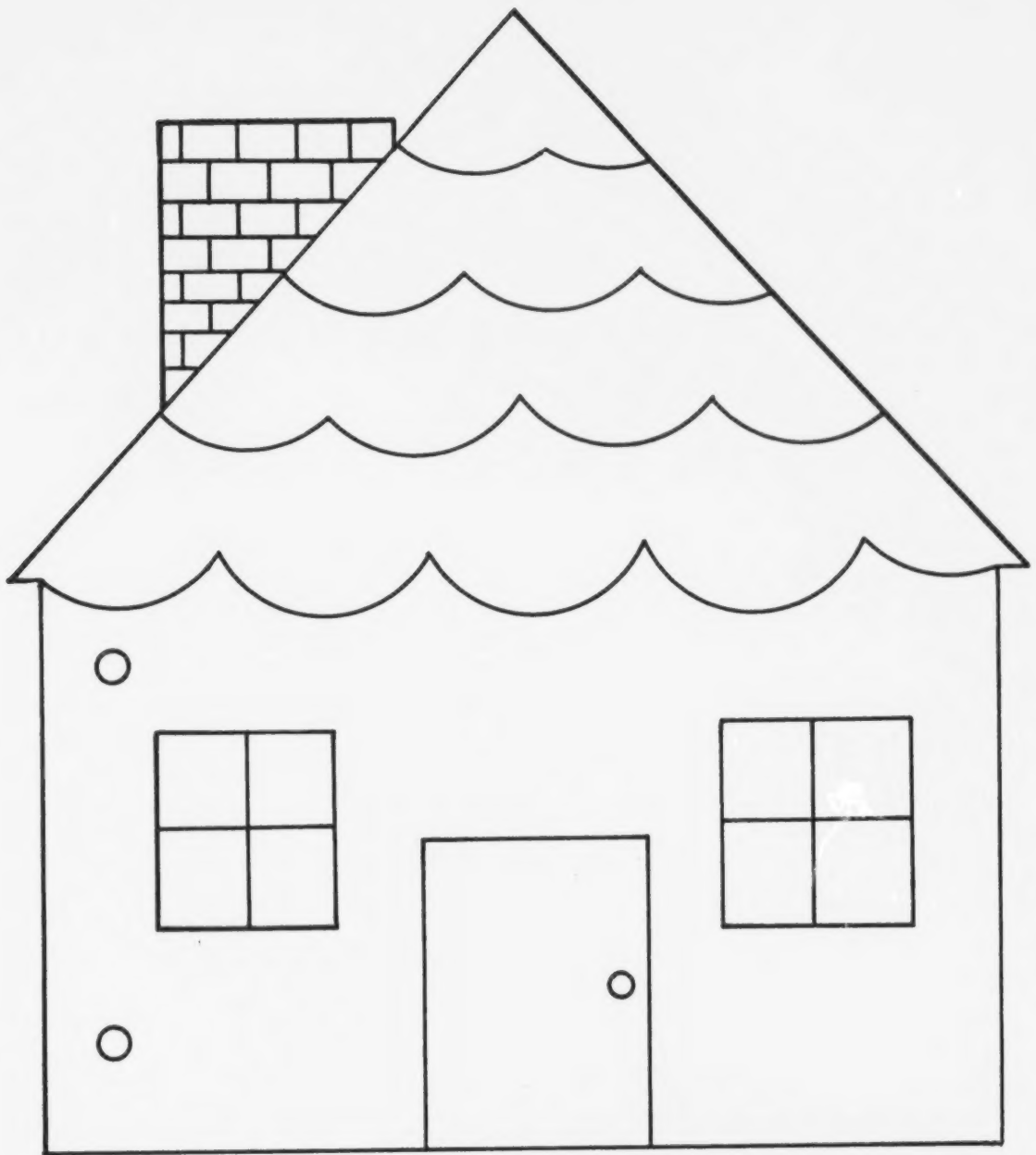


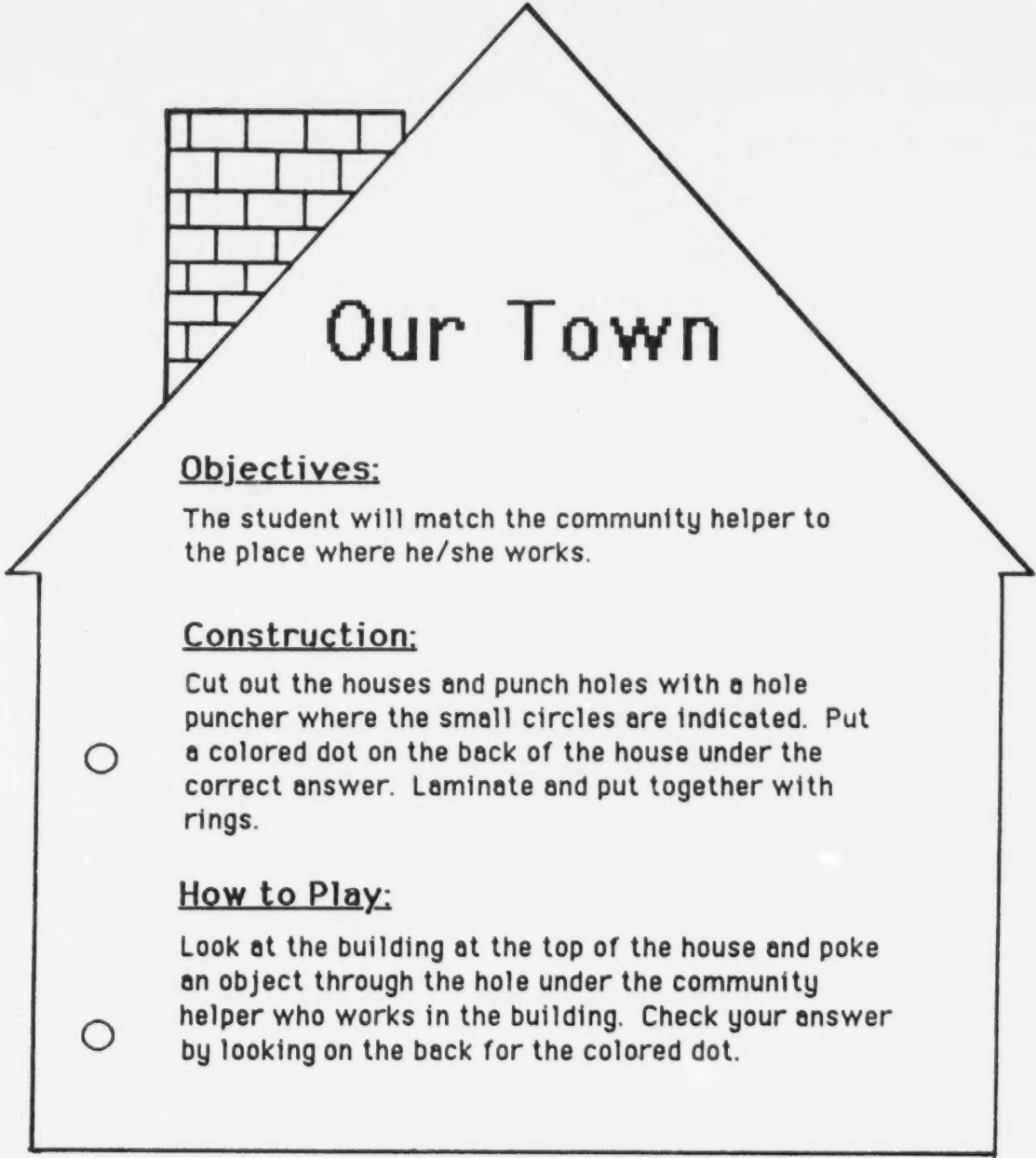
Bobby called his grandmother and said, "Thank you for the new baseball glove. It's just what I wanted."

SITUATIONAL FISH



OUR TOWN





Our Town

Objectives:

The student will match the community helper to the place where he/she works.

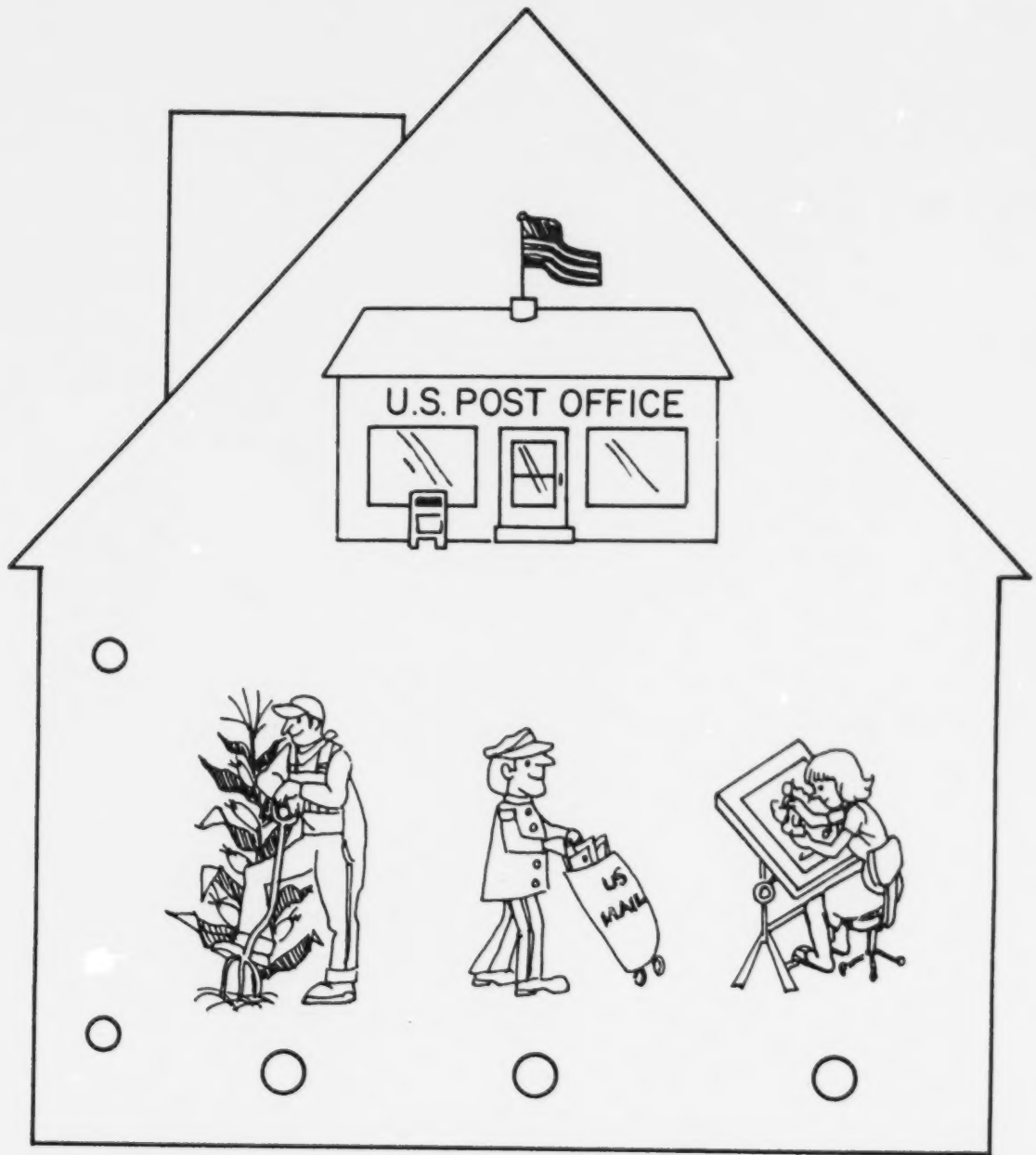
Construction:

○ Cut out the houses and punch holes with a hole puncher where the small circles are indicated. Put a colored dot on the back of the house under the correct answer. Laminate and put together with rings.

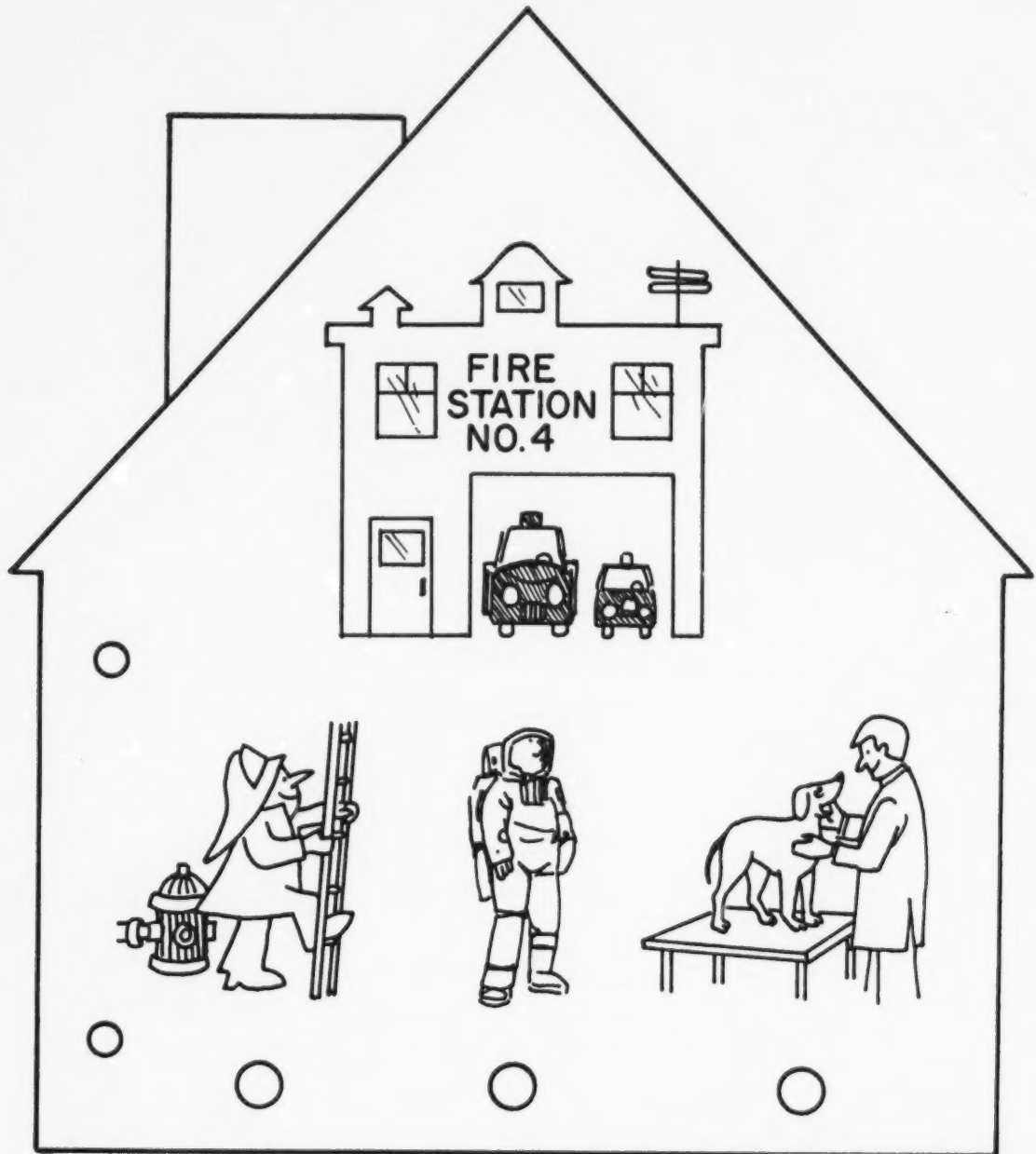
How to Play:

○ Look at the building at the top of the house and poke an object through the hole under the community helper who works in the building. Check your answer by looking on the back for the colored dot.

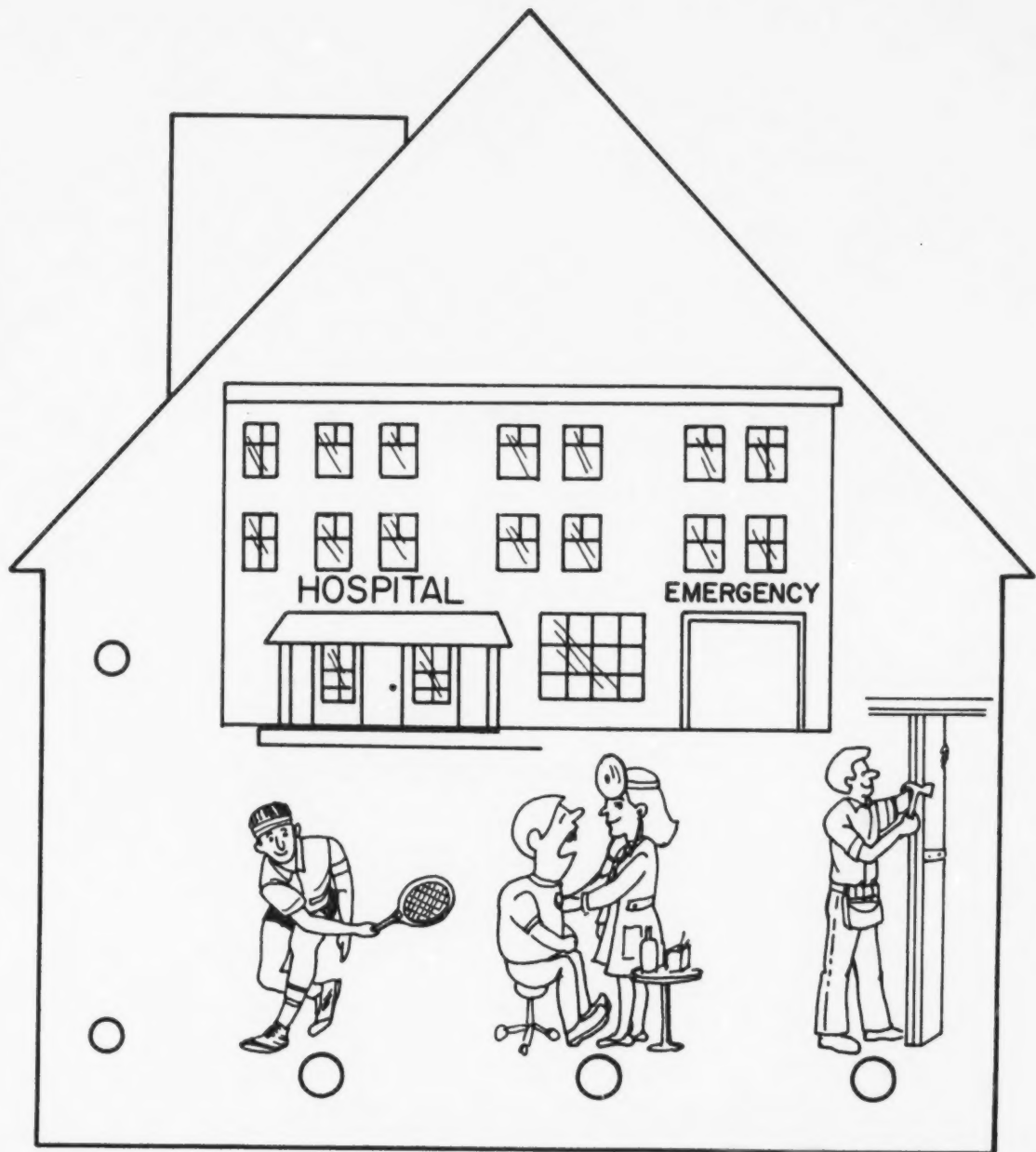
OUR TOWN



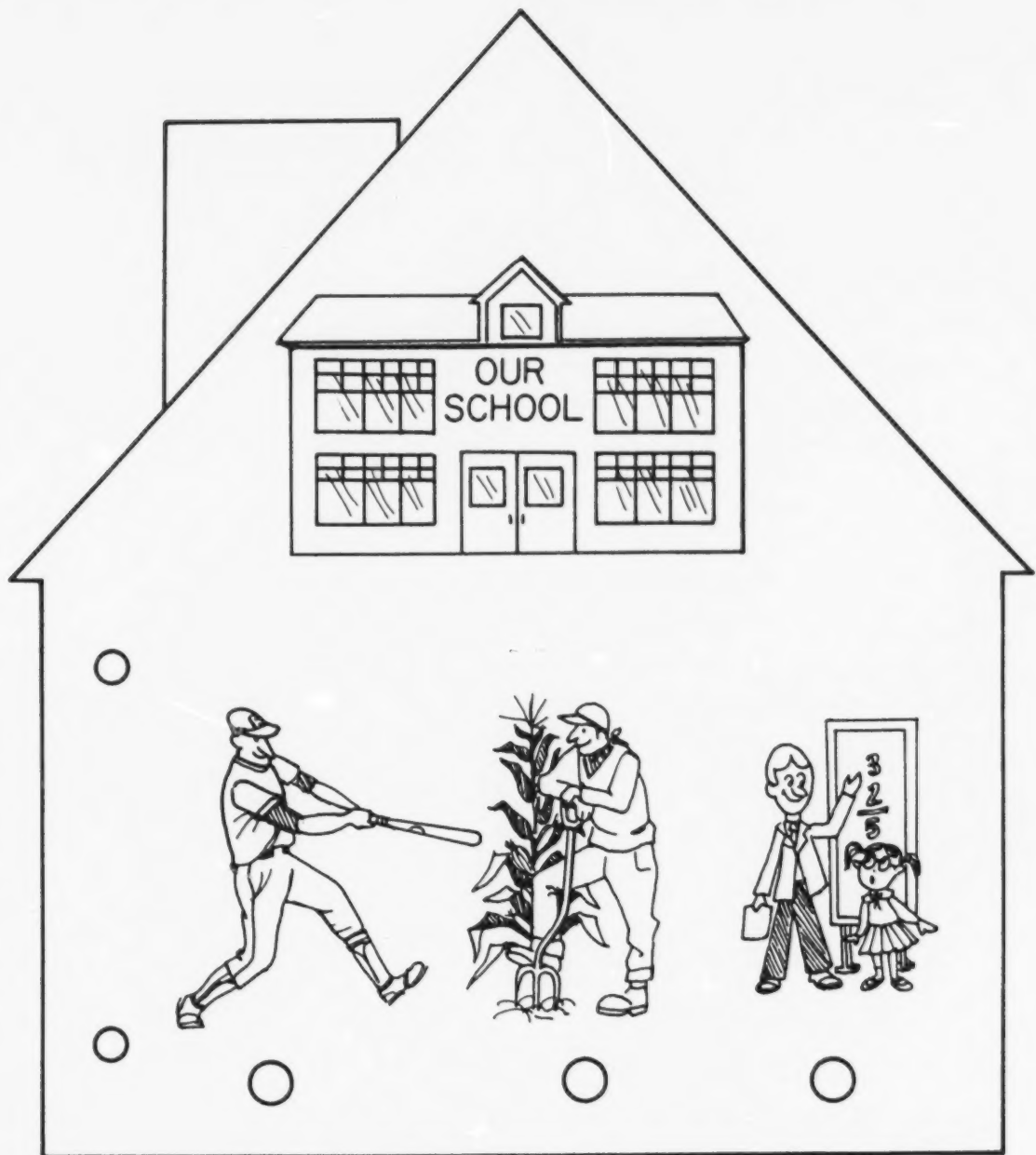
OUR TOWN



OUR TOWN



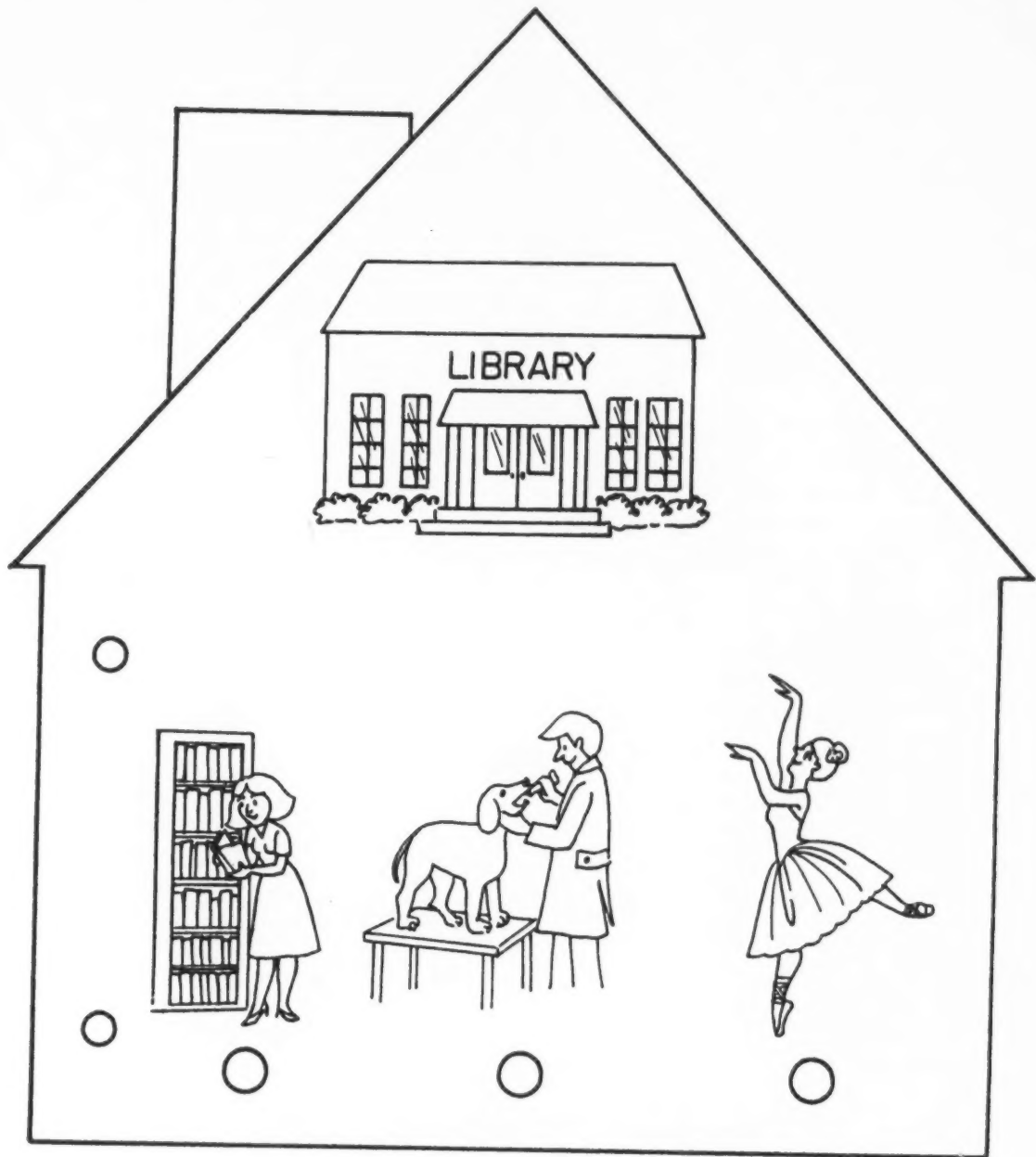
OUR TOWN



OUR TOWN



OUR TOWN



GROCERY LIST

Directions: Enlarge and cut apart on solid lines

G R O C E R Y L I S T

1	ORANGES	CARROTS
	SWEET POTATOES	
2	MILK	
	CHEESE	
3	EGGS	
	GROUND STEAK	
4	HAMBURGER BUNS	
	CEREAL	

NUTRIENT WORDS

Directions: Enlarge and cut apart on solid lines.

NUTRIENTS

VITAMIN A VITAMIN C		1
PROTEIN VITAMIN D	CALCIUM	2
PROTEIN IRON	FATS VITAMIN B	3
IRON CARBOHYDRATES	VITAMIN B	4
WATER		5

INDIVIDUAL FOOD GROUP CHART

FIRST DAY				
SECOND DAY				
THIRD DAY				

STUDENT'S NAME _____

INDIVIDUAL SLEEP CHART

Time I Went To Bed:

Time I Got Up:

SUNDAY		
MONDAY		
TUESDAY		
WEDNESDAY		
THURSDAY		
FRIDAY		
SATURDAY		

STUDENT'S NAME _____

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Department of Public Safety
Safety Education Unit**

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Telephone: 261-4450

DOTHAN

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Route 14, Box 14
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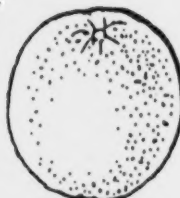
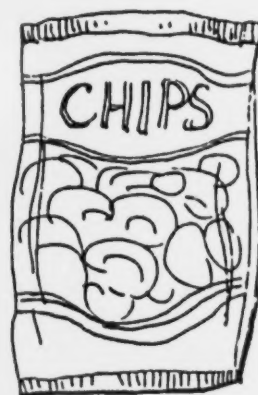
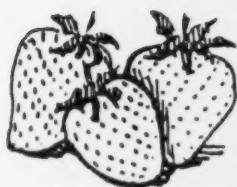
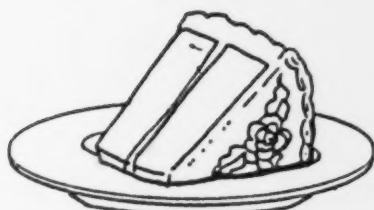


Safety Education Officers are available to present films, speeches and programs concerning all areas of safety. Contact the local Safety Education Officer in your Troop to arrange a program for your group/organization, or if you have questions concerning the Department of Public Safety. If you are unable to reach your local Safety Education Officer, please write or call the Safety Education Unit, Alabama Department of Public Safety, P.O. Box 1511, Montgomery, AL 36192, telephone 205-261-4450

HEALTHY SNACKS

Color the healthy snacks.

Draw a circle around the unhealthy snacks.



BACKGROUND INFORMATION

GERMS

Microbes are the smallest plants and animals in the world. They are tiny bits of life that are sometimes called germs.

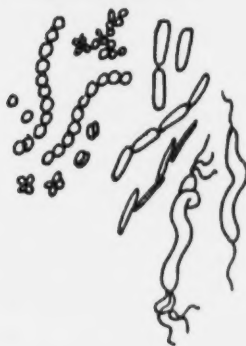
Microbes, or germs, live all around us as well as inside our bodies. Some grow on our skin and inside of our mouths. They can be found on tables, on floors, in standing water, and in the soil. They are so small they cannot be seen without a microscope.

Many years ago a scientist named Anton von Leeuwenhoek saw something through a microscope that was swimming around in a drop of lake water. He did not know what he was seeing. He was the first person to observe microbes. He called them "little animals."

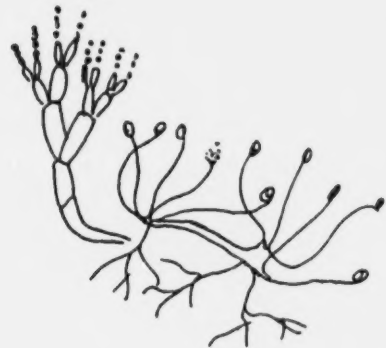
Using a microscope to observe these microbes, he and other scientists drew everything they saw. Eventually they found four main types of microbes or disease-causing germs. They are bacteria, viruses, protozoans, and fungi.

TYPES OF GERMS

Bacteria



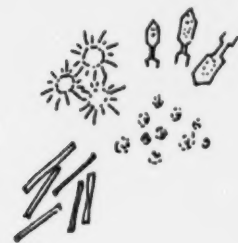
Fungi



Protozoa



Viruses



GERMS

There are little plants and animals,
All around us everywhere;
In our bodies, on our clothes,
Even floating in the air.

Some are helpful, some are harmful,
As we look at how they work;
Although not listed on the menu,
Some may be sitting on your fork.

They're called germs or microbes,
With four types we need to resist;
We begin with bacteria and viruses,
Then protozoa and fungi complete the list.

They like to grow in different places,
And travel different ways;
Some are helpful, some are harmful,
Knowing the difference really pays!

THE DISCOVERY OF PENICILLIN

One day Dr. Alexander Fleming, a scientist, was growing harmful bacteria in small glass dishes. He saw green mold growing on the dish along with the harmful bacteria. Dr. Fleming thought the green mold had ruined his experiment. He started to discard the experiment when he decided to look at the bacteria through a microscope. Dr. Fleming found that the mold was killing the bacteria! Dr. Fleming had found a strong germ-killer. He named it penicillin.

Recipe for Yogurt

Y O G U R T

- STEP **1.** Soften unflavored gelatin in 1/4 cup of cold water.
- STEP **2.** Add 3/4 cup boiling water. Cool.
- STEP **3.** Preheat oven to 275° F.
- STEP **4.** Mix 3 cups powdered milk with 3 cups water in large bowl.
- STEP **5.** Add whole can of evaporated milk, 2 cans lukewarm water, and gelatin water.
- STEP **6.** Add 3 tablespoons yogurt and stir.
- STEP **7.** Cover bowl. Place covered bowl in oven and turn oven off.
- STEP **8.** Leave covered bowl inside turned-off oven for 8-10 hours.
- STEP **9.** Refrigerate immediately after the 8-10 hour period.
- STEP **10.** When chilled, place fruit in paper bowl, add yogurt mixture, stir, and eat.

GERMS WORK SHEET

1. Germs travel through the _____ when I breathe, cough, sneeze, yawn and talk.
2. When I cough, sneeze, or yawn I should cover my _____ to keep my germs out of the air.
3. Some insects carry germs on their _____ and other parts of their bodies.
4. Other insects spread germs when they _____ you.
5. Germs can be spread by drinking from the same cup as someone who is _____.

STUDENT'S NAME _____

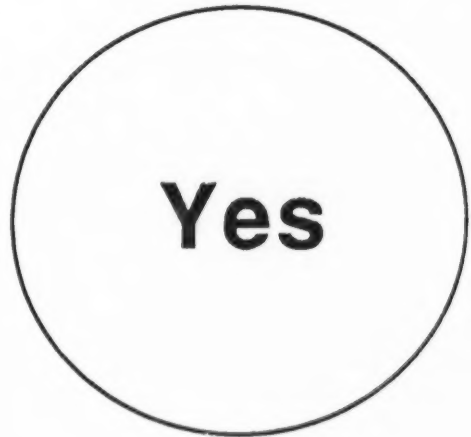
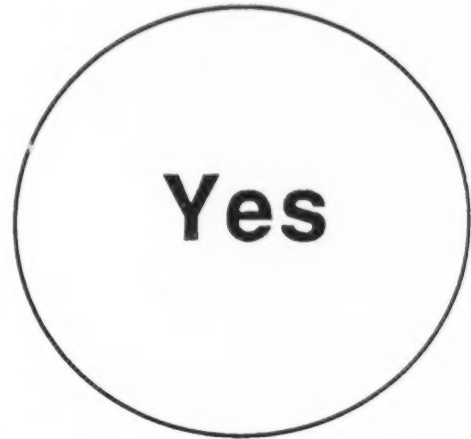
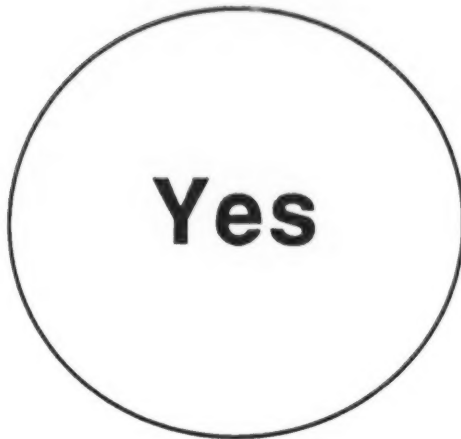
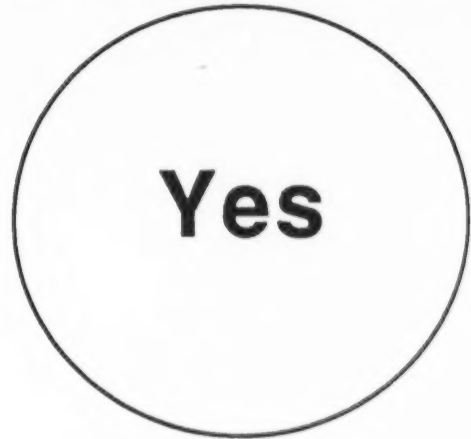
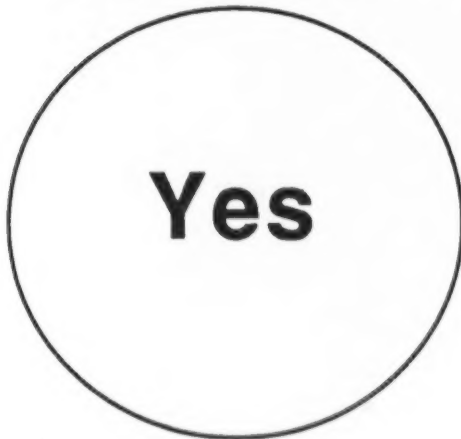
NO CIRCLE PATTERNS

Cut out two **No** circles. Glue an ice cream stick between them.



YES CIRCLE PATTERNS

Cut out two **Yes** circles. Glue an ice cream stick between them.



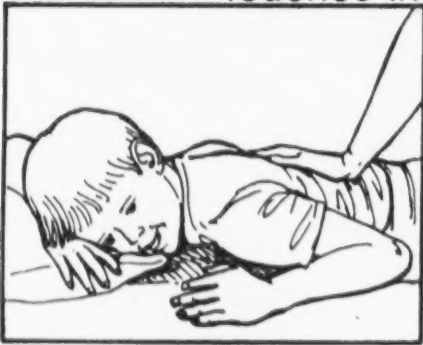
Answer Cards

Directions: Cut apart on the solid lines.

drug	cigars
alcohol	wine
pills	beer
soft drinks	caffeine
whiskey	nicotine

KINDS OF TOUCHES

Directions: Put a circle around the kinds of touches that you like.



Rubbing backs



Brushing hair



Holding hands



Kissing



Snuggling

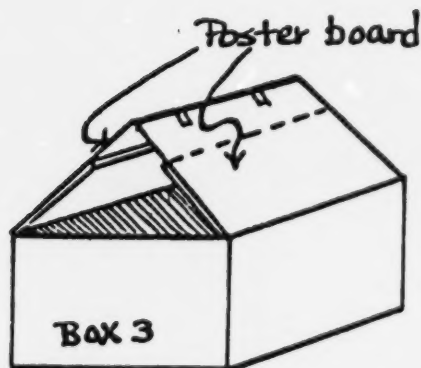
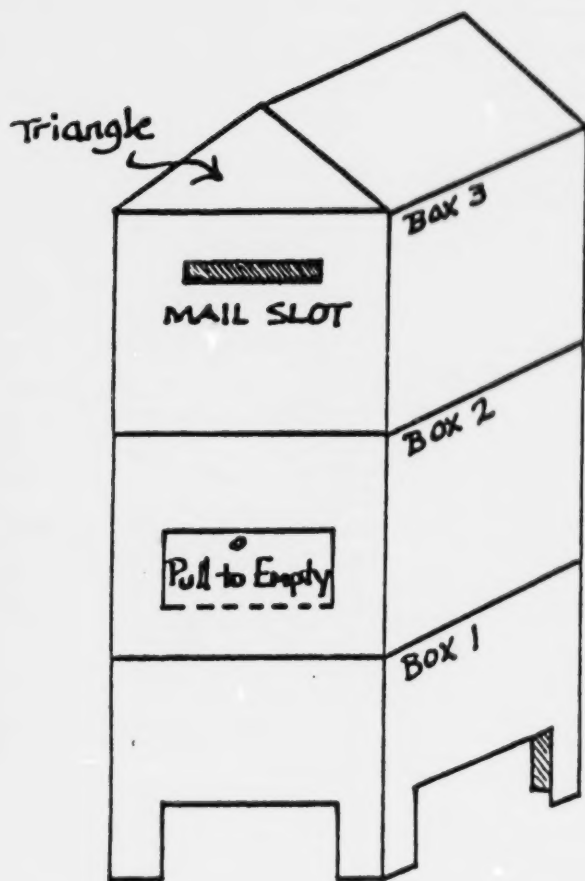


Hugging a friend



Tickling

MAILBOX DIRECTIONS



Box 3

Turn Box 3 on top of Box 2 with open sides together. Tape boxes together securely. At one end of Box 3, mark and cut slot for mail deposit.

Box 2

Leave second box with open side up on top of Box 1 (open side down). Tape boxes together securely. At end of Box 2 (see diagram), cut outline of door on 3 sides. (Door is used to empty mailbox.) Make hole in door in which to insert finger. (Hole is needed in order to pull the door down.)

Box 1

Using open top box, turn upside down and measure size of legs needed for mailbox. Measure size of legs on all four sides including height of legs (depending on height of box). Mark all legs and carefully cut out.

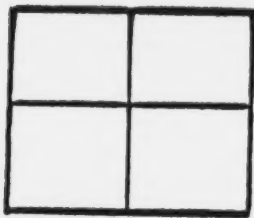
Arched Top

Split the bottom of Box 3 in half. Cut poster board to cover each half, but extend approximately 2 inches higher (depending on size of box). Glue poster board on top of each half (see diagram). Tape the 2 halves together in pitched roof style (see diagram). Cut a triangle to fit each end of the roof and tape in place.

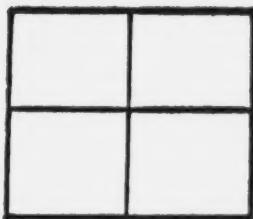
When completed, paint whole mailbox a blue-grey color or cover with blue-grey construction paper.

"Building a Healthy House" Patterns

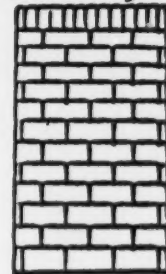
(Make one of each)



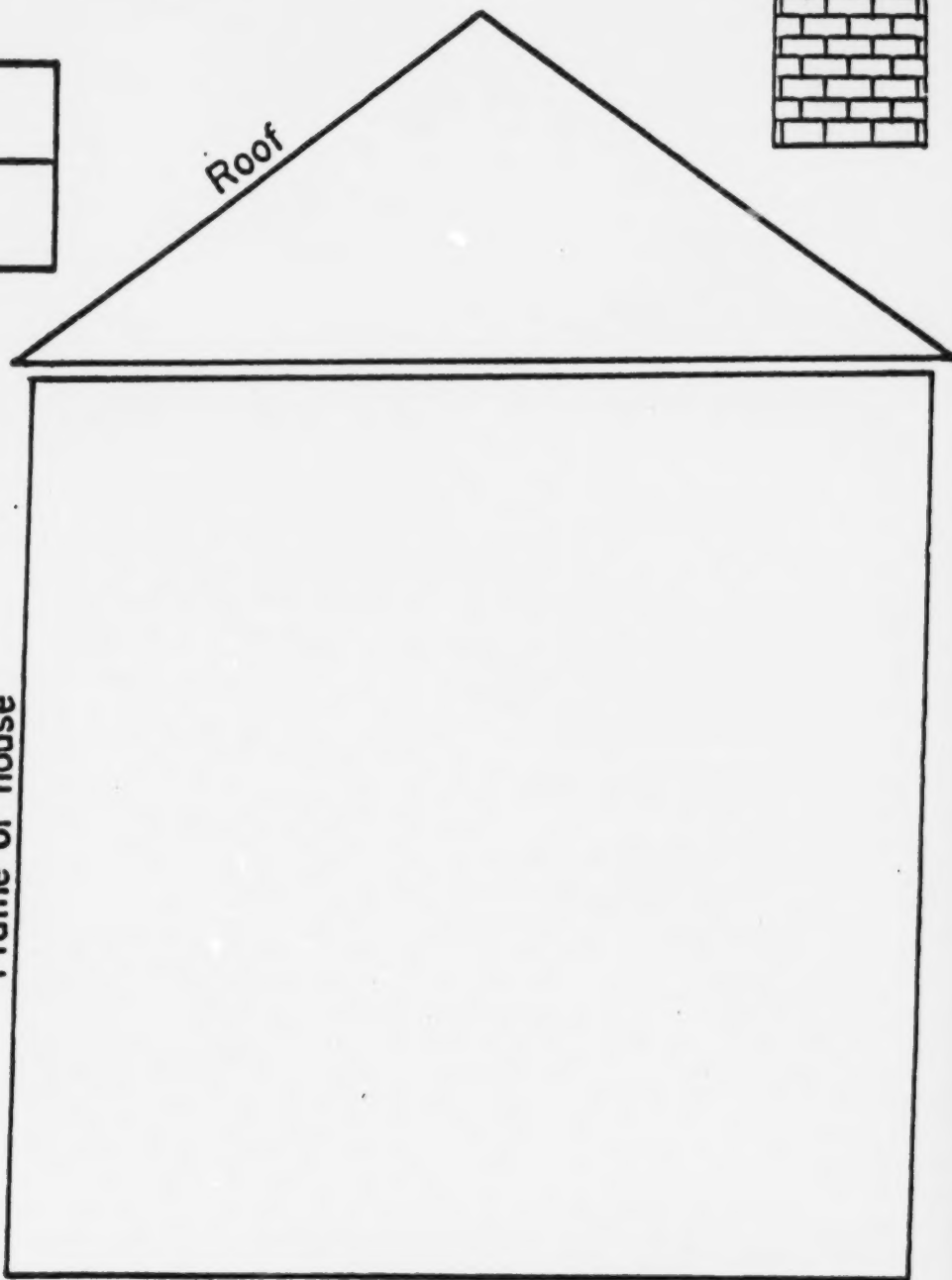
Windows



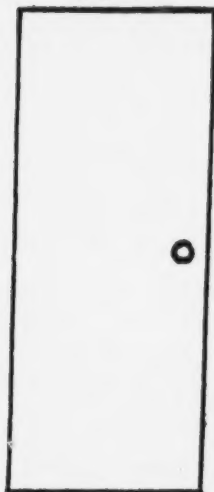
Chimney



Roof

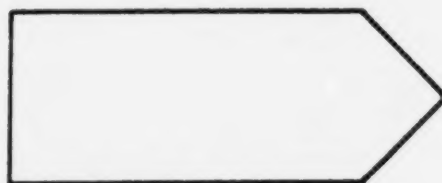
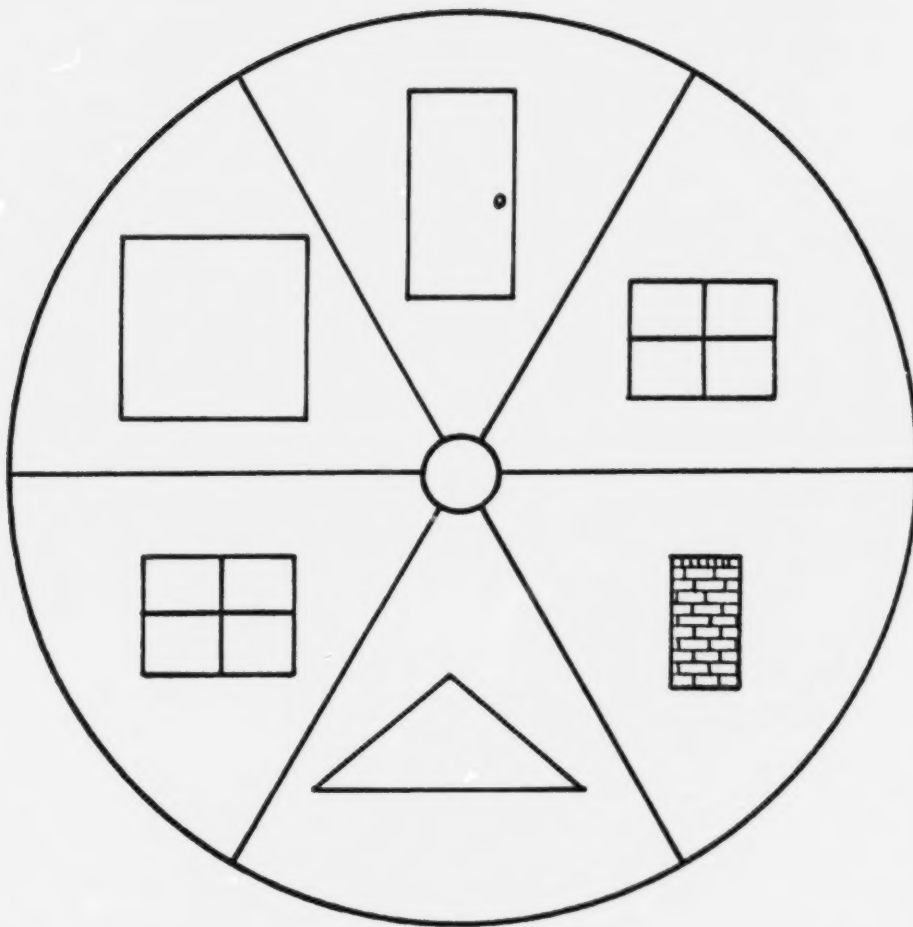


Door



Frame of house

"Building a Healthy House" Spinner



BUILDING A HEALTHY HOUSE
Game Cards

I pick up my toys.	I help mother wash dishes.	I say "No" to pills given to me by a friend.
I say "No" to chewing tobacco.	I say "No" to dipping snuff.	I let people know if I will be late.
I eat fresh fruit and vegetables.	I drink water every day.	I brush my teeth twice a day.
I share my toys with my brothers and sisters.	I never play with matches.	I never play with guns.
I keep my room neat and clean.	I say "No" to a stranger if (s)he asks me to ride in his/her car.	I say "No" to a stranger if (s)he offers me candy, toys or money.

BUILDING A HEALTHY HOUSE
Game Cards

I say "No" to drugs.	I eat a balanced diet every day.	I do not attend school with a fever.
I always wash my hands before meals.	I let my mother know when I have a stomachache.	I will not use tobacco products.
I take a bath every day.	I like to play outside and exercise.	I will not drink alcohol.
I keep my hair and fingernails clean.	I cover my mouth and nose when I have to sneeze.	I do not take medicine unless a parent or doctor gives it to me.
I get to bed on time in order to get enough rest.	I help my parents clean the house.	I say "No" to smoking cigarettes.

BUILDING A HEALTHY HOUSE
Game Cards

I swallowed four vitamins.	I found a pill and swallowed it.	I smelled gasoline on a dirty rag.
I ate five slices of chocolate pie.	I tried to smoke a cigarette.	I sniffed liquid paper.
I usually go to bed at 11:00 p.m.	I brush my teeth twice a week.	I drank some beer when my parents were not at home.
I tried some wine to see how it tasted.	I had cookies and a soft drink for breakfast.	I like to sit on the couch and watch television all day.
I take a bath just on Saturdays.	I put four spoons of sugar in my tea.	I like to smell airplane glue.

BUILDING A HEALTHY HOUSE
Game Cards

I sneaked a cigar from Grandpa's store and smoked it.	I "flicked" a cigarette lighter and sniffed the gas (butane).	I opened the bleach bottle and sniffed it.
I drank a glass of wine.	I ate six chocolate bars.	I put salt in my hand and ate it.
I ate all the icing off a birthday cake.	I ate two bags of candy corn.	I like to smell rubber cement.
I played with Daddy's shotgun.	I play with matches.	I took one of Mother's headache pills.
I never eat breakfast.	I cooked French fries by myself.	I never go outside to play.